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ABSTRACT

A summary report is presented of the Grambling College-Ouachita Parish Sixth Cycle Teacher Corps Project. Designed to improve the educational opportunities available to low-income students and to assist the college in bringing about basic changes in teacher education, the project had as its objectives: (1) to incorporate individually paced activities and personalized learning into the teacher education program; (2) to initiate and implement performance-based professional education at Grambling College; (3) to develop interdisciplinary and field-based teacher education; (4) to operationalize an elementary school with team teaching and differentiated staffing approaches; (5) to operationalize an elementary school with a performance-based curriculum; (6) to develop a competency-based program for team leaders; and (7) to facilitate school-college-community interaction. The document is divided into four sections. Section One describes the following facets of the program for the period 1971-1973: (1) plans for program operation; (2) participant recruitment; (3) faculty training; (4) pre-program orientation; (5) mini-school philosophy and schedule; (6) teacher intern welfare; (7) graduate credit for team leaders; and (8) plans for transition from preservice to inservice. Section Two provides an evaluation of the college, classroom, and community phases of the program. Part Three describes the achievements attained during the program, and a reprint of the "New Venture" brochure developed by the college to describe the program. Section Four provides appendixes including various questionnaires, lists of participants and schools, course requirements, and activities. (MB)

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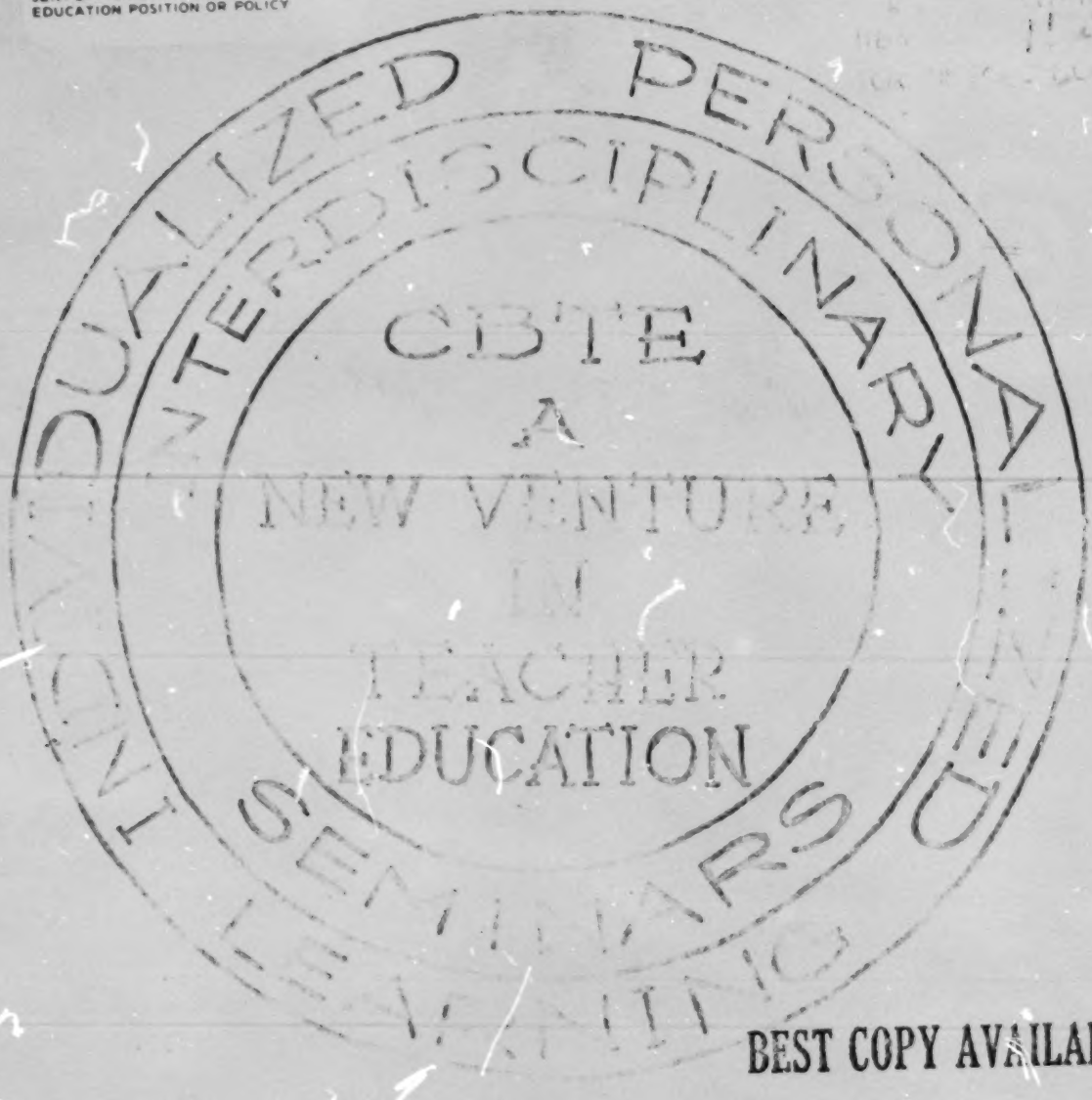

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SIXTH CYCLE REPORT

MARCH 1971-MAY 1973

GRAMBLING COLLEGE
GRAMBLING, LOUISIANA 71245

SP011 062

Grambling College
R. W. E. JONES, PRESIDENT
Grambling, Louisiana

DIVISION OF EDUCATION

January 15, 1974

Dear Participants and Friends,

Grambling College is pleased to have taken bold steps toward embracing a program in Competency-Based Teacher Education in cooperation with the Ouachita Parish School System. Innovative approaches in Teacher Education have been in existence at the College since its inception. Field-Based-Internship Centers were in operation around the State in the thirties and early forties. The bases for change during the two-year program, as well as in the past, have been societal needs, needs of youth and trends in education.

We appreciate the dedication, determination, love for children, effort to learn and to learn to teach and the spirit with which interns worked in "on site" college seminars, in the classrooms and in the community. The success of the project as indicated in this report resulted from a desire on the part of College-School and Community personnel to plan, initiate, and implement a New Venture in Teacher Education--the goal of which is improvement in the preparation of teachers and institutionalization of the most promising features of the Program.

This report is being sent to you with the hope that it may be helpful to you and with the hope that you will write to us giving suggestions, comments, and points for strengthening A NEW VENTURE IN TEACHER EDUCATION--a program that continues to change--as a plan or profile for Teacher Education "Tomorrow" cannot be chartered "Today".

I wish for each of you a Year of Health, Happiness, and Success.

Sincerely yours,

Helen L. Richards

Helen L. Richards, Head
Department of Elementary Education
Director, Teacher Corps

Telephone: 247-6648
247-6941--Ext. 286

DIVISION OF EDUCATION

DEPARTMENT OF ELEMENTARY EDUCATION

GRAMBLING-OUACHITA TEACHER CORPS PROGRAM

FINAL REPORT

MARCH 1971-MAY 1973

HELEN L. RICHARDS, DIRECTOR, TEACHER CORPS

J. O. LANCASTER, SUPERINTENDENT OF OUACHITA PARISH SCHOOLS

ROBERT W. HUNTER
CHARLES A. BERRY
DEANS--DIVISION OF EDUCATION

R. W. E. JONES, PRESIDENT
GRAMBLING COLLEGE
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Grambling College
R. W. E. JONES, PRESIDENT
Grambling, Louisiana

DIVISION OF EDUCATION

December 11, 1973

Mr. Clarence Walker, Acting Chief
Program Operation Branch
Teacher Corps
Department of HEW
Office of Education
Washington, D. C. 20202

Dear Mr. Walker:

Two years ago, the Grambling-Ouachita Teacher Corps Program was initiated here at Grambling College. After having read the guidelines for the preparation of the proposal, preparing the proposal, and having been funded by Teacher Corps Washington, we were aware of where we wanted to go; but, we were not certain how to get there.

Grambling has always sought means of updating its program in Teacher Education, as we are not yet where we want to be in our Teacher Education Program. The continuous need for CHANGE keeps us reaching out. Due to the innovative program implemented during the past two years, we are now oriented toward a new thrust in Competency-Based Teacher Education. Through the cooperative efforts of Grambling College and Ouachita Parish School Systems, and the community, we are making strides toward the achievement of goals we have set for ourselves in keeping with the Teacher Corps thrust and the needs of prospective teachers.

If you read the report which summarizes the Sixth Cycle Grambling-Ouachita Teacher Corps Program, it will be clear that the IMPACT of Teacher Corps on the college, the LEA schools, and the communities has been great. All role groups have benefitted, but most of all, children have been helped to learn in new and interesting ways and thirty-plus young teachers are providing challenging educational experiences in schools across the country for the future citizens of this Nation.

Teacher Corps is a great program. It is serving a fundamental need and bringing about the kind of change in people - prospective teachers, teacher education faculties, LEA personnel, and community representatives - which will make the great American heritage, EDUCATION, a reality for our children.

We would like to thank Teacher Corps Washington and members of the staff who have given us guidance through this NEW VENTURE IN TEACHER EDUCATION.

Sincerely yours,

Helen L. Richards

Helen L. Richards, Head
Department of Elementary Education
Director, Teacher Corps

nlw

cc: President R. W. E. Jones
Vice President E. L. Cole
Dr. Smith, Director of Teacher Corps
Mr. Lancaster, Superintendent
Dr. C. A. Berry, Dean
Mr. R. G. Crew, Acting Director

PREFACE

Throughout the years Grambling has been a "student centered" college ever abreast of the educational, social, moral and spiritual needs of those who come to learn many professions--including those who come to learn to TEACH.

Over the years Grambling has had an outstanding program in Teacher Education--a program that prepares young men and women to TEACH CHILDREN--to TEACH the disadvantaged as well as others. The goal has always been "teachers for our times--graduates to meet the challenge."

The strength of the college has been in its ability to recognize the need for change and to CHANGE. We are happy to embrace the philosophy and goals of Teacher Corps as a base for bringing about CHANGE in our teacher education. We believe that through the innovative program which we initiated in cooperation with the Ouachita Parish School System, that Grambling now prepares better teachers so that the children in the State and Nation will have a better chance for learning and living. To strengthen one phase of the college's program is to strengthen all phases. The interdisciplinary approach toeducation as proposed in the "New Venture" in teacher education spells STRENGTH for faculty as well as students.

Toward the end of contionuous interaction with school systems for improving, Grambling College joined hands with Ouachita Parish as a means of increasing our efforts to make sure that the children of this nation have a better education through partenership in the preparation of teachers. A better education for children requires CHANGE--"in schools and in universities and in the minds of people." Through A NEW VENTURE IN TEACHER EDUCATION Grambling will effect the necessary CHANGE to contunue a "top level" program in the preparation of teachers and all our students. We welcomed Corpsmen who joined us to help to make BETTER EDUCATION A REALITY.

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FINAL REPORT: GRAMBLING-OUACHITA

TEACHER CORPS PROGRAM

Introduction

The Sixth-Cycle Grambling-Ouachita Teacher Corps Program, a new venture in Comptency-Based Teacher Education at the undergraduate level in Louisiana, offered prospective teachers, interns:

A NEW WAY:

- TO LEARN

- TO LEARN TO TEACH

Persons recruited for the program were made aware of:

The opportunity to learn to teach in a new way--in a two-year innovative program which required no additional time for graduation.

The opportunity to participate in a challenging program as a member of a teaching team working in a public school with a skilled team leader.

A nine-week PRESERVICE summer experience on campus for orintation to children, to the school and the teaching process; followed by a three-week PRESERVIE Summer experience in the local community.

The opportunity to spend two years of internship in schools in OUACHITA Parish where they:

Would combine theory and practice as they work with children in classrooms in the target schools.

Would engage in rich and rewarding experiences in community-based activities.

Would earn credits through "on site"--interdisciplinary Seminars which would lead to the completion of college course requirements as a part of their summer experiences and their internship in the public schools.

Combine college course work and classroom experiences as they satisfy the requirements which would lead to the awarding of a B. S. Degree in elementary education with strength in the teaching of reading and the disadvantaged child.

Throughout the two-years, the Grambling-Ouachita Teacher Corps Program endeavored to carry out the spirit and philosophy of Teacher Corps--Washington summed up in this statement:

> "Teacher Corps prepares you to reach out to children--to give encouragement, to make learning exciting, to give each child the opportunity to become what he wants to be, to help him want to be more than he ever thought possible".

The Grambling-Ouachita Teacher-Corps Project embraced the major objectives of Teacher Corps:

1. To strengthen the educational opportunities available to children from low-income families.

2. To assist college and universities and local school districts to bring about basic changes in the way in which teachers are trained and used.

Specific objectives set forth for achievement by the Grambling-Ouachita Teacher Corps program

1. To incorporate into the program of teacher education a model which focused on individually paced activities and more personalized learning for prospective teachers enabling them to be skilled in working with the disadvantaged:

   a. by developing a program with a modularized curriculum

   b. by planning with the education faculty to serve in new roles as teacher-counselors

2. To initiate and implement a performance based professional education program in teacher education at Grambling College through implementation of a and b above.

3. To reshape the teacher education program along interdisciplinary lines and to establish internship experiences which will involve undergraduates in the actual teaching process earlier in their preservice education.

   a. by planning and conducting seminars utilizing faculty from various disciplines as suggested in the Seminar: Socio-Psychological Problems of the Disadvantaged

   b. by placing junior level students in public schools as interns

4. To operationalize an elementary school with the approaches of team teaching and differentiated staffing:

   a. by utilizing team leaders who will plan with regular teachers, interns and teacher aides to assume various roles and responsibilities in the instructional program

   b. through inservice training in the theory and practice in team teaching, differentiated staffing and individualized instruction

5. To operationalize an elementary school with a performance based curriculum:

   a. through inservice education focused on understanding performance based curricula

   b. by constructing and implementing a modularized curriculum developed jointly by college and public school personnel and interns

6. To develop a competency-based program for team leaders that will enable them to assume an effective leadership role with the teams in the school and community:

   a. through appropriate training in the pre-planning, preservice and inservice programs

   b. by working with the local school coordinator in planning community based programs for intern participation*

7. To facilitate a community interaction process that would utilize the unique talents of the citizens in the community and effectively relate the role of the school to the community:

   a. by conducting special programs (seminars, workshops, tutorial programs) to help parents and citizens assume greater responsibility in the education of children

   b. by using parents as resource persons in the educational process

Ultimately the goal of the Crambling-Ouachita Teacher Corps Program was to bring about CHANGE necessary to improve teacher education at the college and to improve education for children in the parish school system.

*Also the Community Coordinator.

PLANS FOR PROGRAM OPERATION

The Grambling-Ouachita Teacher Corps Project was funded March, 1971. A Steering Committee comprised of five of the persons from the proposal writing committee was established to give leadership to the project. Activties of the five-member Steering Committee which set the project in focus were as follows:*

- Planned for Orientation of the entire college faculty to the Sixth-Cycle Teacher Corps--Programs. Dr. Robert Finchum, East Tennessee State University, served as Consultant for the orientation meeting
- Attended Competency-Based Conference in Houston
- Prepared the Amendments to the Proposal
- Planned Orientation and Training Session for the Selected Teacher Corps Faculty
- Met with LEA personnel to set the Grambling-Ouachita Teacher Corps in Perspective
- Attended the National Teacher Corps meeting for Directors in Harpers Ferry, Virgina**
- Worked with the Regional Recruitment Agency to recruit and screen applicants
- Developed an Invitation Kit
- Assisted the LEA with recruitment and Screening Eight Team Leaders
- Interviewed interns and served on the Screening Panel
- Met with the Administration to outline Teacher Corps needs at the College
- Made plans for faculty and team-leader training; intern orientation and Preservice Program

*Mrs. Juanita Barnes, Dr. Joann Dauzat, Dr. Mary Hymon, Dr. Kara V. Jackson, Dr. Helen L. Richards. Later the LEA and Community Coordinators, Mrs. Rebecca Bose and Mrs. Gloria Camp, were added to this Committee.

**Three representatives from the project, (Dr. Richards and Mrs. Barnes, Director and Associate Director and the LEA Coordinator, Mrs. Camp) attended.

RECRUITMENT OF COLPSMEN--INTERNS AND TEAM LEADERS

The Director of the Grambling-Ouachita Teacher Corps and members of the Steering Committee* in cooperation with the Southwest Regional Recruitment Center, recruited and selected interns.**

Applicants in neighboring towns were requested to come for interviews. In addition to the interviews sessions held at Grambling, interviews were scheduled in Shreveport and Monroe.. Interns from out of state were interviewed by Regional Recruitment officers, and by telephone with a verbal recommendation via telephone in conversation with a person selected from references listed on the application. Selection requirements were 60 semester hours with G. P. A. of 2.25 and evidence of personal qualities which would enhance the applicant's chances fo working in a new and rigorous program that demanded commitment discipline, physical, and mental, and social stamina. Personal qualities were given much consideration.

Forty-one interns were selected for the program: Nine males (three white) and thirty-two females. Approximately 25 percent of the interns selected were white; a total of ten. A number of whites who applied, did not accept the invitation to join the program after receiving the Invitation Kit. Interns represented nine states including Louisiana.

Alabama	1	
California	1	
Colorado	1	
Georgia	1	
Iowa	1	
Kentucky	1	
Louisiana	32	
Michigan	2	
Tennessee	1	(See Appendix A-1)

*Named earlier.

**Without the help of the Director of the Regional Recruitment Center, and Mr. Ernie Cowger, Assistant, it would have been impossible for us to have gotten enough applications from which we chose forty-one interns.

Members of the Screening Committee with LEA Principals and the LEA Coordinator selected the eight Team Leaders--three white and five black. The one male team leader was black. (See Spendix A-2 Team Leaders)

FACULTY TRAINING

In keeping with the guidelines, a week of structured experiences was provided for faculty training and for the team leaders. Dr. Howard Jones, Associate Professor of Education, University of Houston, served as consultant for the faculty training sessions. Dr. Kara V. Jackson conducted Team Leader Training with Dr. Jean York, University of Texas, serving as consultant.

PRESERVICE

The preservice program began Monday, June 7. After a brief welcome and orientation, the interns participated in a two-day conference on "Team Teaching" under the direction of Dr. Jean York, University of Texas, Consultant. The York Modules on Team Teaching were purchased and used. Faculty, Team Leaders and interns worked together in the two-day sessions.

Team Leaders attended some sessions during faculty training, and Teacher Corps faculty worked with the consultant during team leader training. All faculty selected to work with the program during the two years participated in faculty training.

Criteria for selecting faculty was:

1. Those persons already teaching the Professional and Specialized Academic Courses, and
2. Those teaching Courses in the related areas, e.g., anthropology, sociology, history (of the State) (See Appendix A-1)

Faculty and Team-Leader training followed the outline in the proposal focusing on: Teacher Corps philosophy, competency-based education, development of modules, team teaching, intergroup relations, leadership and supervision of

the young adult.

The last three days of the first week of the Preservice Period were spent in orientation of the interns to all phases of the Grambling--Ouachita program. Orientation covered:

Philosophy and Meaning of Teacher Corps

the Grambling-Ouachita Teacher Corps Program

Competency-Based Education

College Regulations and Dress Code

In the first session with the interns, each was given a copy of the proposal and amendments. An Intern Activities Schedule which covered the general plan of the program from June 7, 1971 to August 30, 1972 (the beginning of the final year of the program) was provided for each intern. LEA and Community Coordinators, LEA superintendent and principals participated in the preservice program (See Appendix A-2)

The Pre-Service Period had a format of four parts - namely:

Faculty Training Sessions

Team Leader Training Sessions

Intern Training Sessions

A. Orientation
B. Mini-school experiences
C. Seminars
D. Evaluation

Post-Pre-Service

A. Formal
B. Informal

FACULTY TRAINING SESSION:

The instructional staff of Grambling College read and discussed the "Proposal" and the "Amendments of the Grambling Ouachita Teacher Corps" program. Dr. Howard L. Jones, University of Houston, served as the consultant.

Emphasis was placed on "Competency based education" and "module development". During the sessions the staff was divided into instructional teams. Each team worked and divised some behavioral objectives for the basic components of the pre-service phase.

TEAM LEADER TRAINING:

Team Leader training was coordinated by Dr. Kara V. Jackson who utilized group dynamic techniques. Discussions focused on "Issues and Problems in Team Planning". The sessions were followed by a two-day intensive workshop directed by Dr. L. Jean York of University of Texas. Dr. York utilized her modules in the workshop. Special emphasis was placed on modules:

The Background, Philosophy, and Purposes of Team Teaching.

The Roles of Professional and Para-professionals in Team Teaching.

Grouping Students for Instruction in Team Teaching.

Prerequisites for Planning and for Team Planning.

The sessions culminated with a college faculty--team leader session which determined procedures for utilizing team leaders as members of instructional "teams" for the seminar components. From this general structure teams for working with schools were formed. (See Appendix A-3)

THE INTERN TRAINING SESSION

A. Orientation

Interns participated in the "Team Teaching Workshop" with Dr. York where they were oriented to the team teaching concept. Orientation to other phases of the Program included:

1. Orientation to Teacher Corps, to Grambling-Ouachita Teacher Corps Program
   Dr. Helen L. Richards, Director

2. Competency-Based Education
   Mrs. Juanita F. Barnes, Associate Director

3. Grouping for Instruction
   Ir. Joann Danzat

4. Orientation to Ouachita School System
   Superintendent J. O. Lancaster and Principals
   Goins, Lindsay, and Robinson

5. Orientation to Ouachita Community
   Mrs. Gloria Camp-LEA Coordinator and
   Mrs. Rebecca Bose-Community Coordinator

B. Mini-School Experiences

The firm commitment of the Grambling-Ouachita Teacher Corps personnel to the concept of competency-based teacher education was reflected in the decision to operationalize a mini-school during the preservice period. The mini-school provided the perfect opportunity to implement field experiences and competency based aspects of interdisciplinary seminars--an introduction to the program idea: "Learn to teach as you learn".

The mini-school was designed as an enrichment program to accommodate eighty children, ages 6 years through 12 years. It was conducted at the College Laboratory Elementary School. Mrs. Alma Brown, Principal also served as principal of the mini-school.* The sessions were held from 8:30 A. M. until 11:30 A. M. four days per week. The forty interns and eight team leaders united efforts to provide truly meaningful educational program for the mini-school was designed by the Corpsmen and Grambling College Faculty members and implemented by the Corpsmen, team leaders, and interns with the college faculty serving in a supervisory role.

The schedule for the mini-school was designed to afford daily opportunities for each intern: to engage in teaching activities at varying levels

*Deceased, Spring, 1973.

of difficulty, to engage in observation of team leader or peer teaching, to engage in critiques of teaching, and to engage in team leader-intern planning sessions on a regular basis. The mini-school sessions were divided into two large blocks of time with Corpsmen alternating the time blocks in which they taught. A typical daily schedule for the mini-school is presented below:

MINI-SCHOOL SCHEDULE

8:00 - 8:30	Bus Duty
8:30 - 9:50	Micro-teaching experiences in the Experimental Mini-school. (1/2 of the Corpsmen)
9:50 -10:10	Break for children - Corpsmen Supervised playground activities.
10:10 -11:30	Micro-teaching in the Experimental-Mini-School (1/2 of the Corpsmen)
	Observation of demonstration teaching, planning for teaching, critique, seminars in academic areas. (1/2 of the Corpsmen.)
11:30	Dismissal
11:30 -12:00	Bus duty - supervised by Corpsmen

The mini-school experiences resulted in multiple benefits to all participants. The children benefited from the increased level of personal attention from teachers and the increased opportunities for individualized learning activities. That much benefit did accrue to the children was substantiated by the low rate of absenteeism during the five week summer school program which was totally on a volunteer participation basis.

Benefits of the Mini-School for interns, themselves were extensive. The involvement with children seemed to many to justify the existence of the mini-school. When asked for their reactions to the mini-school, all interns gave favorable comments. The school provided the opportunity for the interns to turn theory into practice, to test the theory provided in seminars

with actual teaching environments.* The contact with children seemed to motivate many interns to search independently for information in order to solve a particular child's educational problem or to better understand a specific child's behavior. The mini-school also provided the proving grounds for the teaching activities which the interns developed as an outgrowth of their seminar experiences. It was an introduction to the kind of experiences which would comprise two-years of inservice activities as an intern in the public school classrooms in Monroe.

The Grambling College faculty benefited from the operation of the mini-school as it offered an opportunity for them to observe theory put into practice through the teaching behaviors of the interns in actual educational settings. They were thereby able to diagnose the specific weaknesses of the interns and prescribe an appropriate enabling activity for them; for the curricula of the mini-school was reflective of the theory phases of several academic seminars. Corpsmen designed and implemented learning activities in accord with the theories discussed in seminars.

Team leaders were aided in their roles as adjunct Grambling faculty members by the mini-school which gave them opportunities to teach demonstration lessons (based on theory discussed in academic seminars) in actual classroom settings. The mini-school also afforded team leaders the opportunities to put into practice their innovative ideas and methods in the absence of the administrative pressures often present in public school systems. The mini-school experiences were culminated with a closing program. Many parents and other adults were present. Every child had a part to play on the program and each child received a "Certificate of Recognition". Interns had full responsibility for planning and directing the program. (See Appendix A-4)

*Note Appendix A-5.

INTERN WELFARE

Interns who flew to the nearest airport were met by the Director or a member of the faculty. Arrangements were made for housing in air-conditioned dormitories. Married couples lived off-campus in apartments. Interns who lived in Monroe (30 miles East) were permitted to commute. All team leaders commuted.

Pay time began on the opening day of PRESERVICE, June 7. Interns and Team Leaders were paid every two weeks.* Travel reimbursement was based on submission of evidence.

The forty of the forty-one interns selected completed the campus phase of the preservice program which was eight weeks. One intern was drowned near his home during the 4th of July holidays.**

During the three-weeks of the off-campus phase of the preservice program, one intern withdrew for personal reasons.*** Health was a factor. Thirty-nine of the forty-one interns admitted to the program entered the inservice phase of the Grambling-Ouachita Teacher Corps Program.

Interns engaged in a variety of activities as a part of the plan of experiences for the preservice program--campus and "on site". Eight to ten semester hours of credit were earned during the campus phase of the program by the interns**** and three semester hours during the three-week "on site"

---

*Team Leaders were paid for nine weeks (May 29-July 30) and interrs for twelve weeks, June 7-Aug. 26).

**Anthony Harmon (School Insurance paid the family $1,000).

***Harry Boyd.

****Difference in the No. of Hrs. earned was an attempt to provide for individual needs of students--e.g. special provision was made for students who needed it to get credit (one hr. each) in Introduction to Ed.; Child Psychology and Educational Psychology.

phase of the program. Hours of credit varied according to the needs of the interns. Need was determined by examination of records of interns and through conferences. An individual conference was held with each intern during the preservice period to plan with him his program. (Course requirements to complete the program, See Appendix A-6).

Close examination of transcripts and conferences revealed that some interns admitted into the program did not have sixty (60) hours of acceptable credits (Grambling College does not accept a grade of D from another institution). Thus, the effort to provide for variable hours of credit as a first step to minimize semester-hour deficiencies. Three semester hours of credit were given for the On-Site-Preservice-Community Based phase of the program to help interns who needed hours of credit.

Interns with deficiencies as well as some interns with the required 60 semester hours of credit needed some special provisions to enable them to complete the courses in General Studies required by the State Department of Education. Plans toward this end included:

1. Variable semester hour of credit offerings for interns during the Fall and Spring, 1971-72
2. Maximum hours of credit during the Summer, 1972
3. Post-Session during the Summer, 1972
4. Used determined score on the College Level Proficiency Test (CLEP) to satisfy certain courses (where interns can perform satisfactorily)
5. Interns who were still short of semester hours and basic requirements were allowed to carry a heavier college-course program during the fall, 1972-73

*Names of interns who were allowed to remain in the program with less than 60 semester hours of credit.

It was important that all interns performed satisfactorily each summer and semester in the interdisciplinary seminars which were defined in terms of specific courses in keeping with College and State Department of Education regulations. This was necessary as there was little or no time to get behind if they were to complete their work, May, 1973.*

DESELECTION AND PLACEMENT IN TARGET SCHOOLS

Data for deselection consisted of ratings of interns by interns, by team leaders, and by faculty. The Selection Committee (named earlier--but expanded by the addition of team leaders) approved all the interns to enter the preservice program. The sincerity of some interns with respect to the program as well as language proficiency on the part of others was questioned. However, ratings by all concerned indicated that all the interns had performed at a level that justified an opportunity to "learn and learn to teach" in the real arena--the target schools where interns worked with children. See Appendix A-7 for Team Design.

GRADUATE CREDIT FOR TEAM LEADERS

The eight team leaders selected remained with the program. Team leaders served as faculty members in the Preservice Program and as learners. They worked with teams of interns during the summer in the mini-school, and assisted with discussions in the seminars.

Team leaders were admitted to Louisiana Polytechnical University--five miles, East. They earned six hours of graduate credit for their participation in the PRESERVICE Program. The Coordinator of the Experimental Component, Grambling faculty, was appointed as the Professor of Record, by Louisian Tech

*Teams--and Target Schools, Appendix A-3.

University.** Team Leaders received residence credit in the following courses:

Ed. 406: Educational Innovations in the Current and Emerging Schools --- 3 Sem. Hrs.

Study of educational innovations and their implications. Topics include non-graded schools, team teaching, educational television, and flexible scheduling.

Ed. 533: Problems in Education-Emphasis, Reading --- 3 Sem. Hrs.

An advanced course dealing with problems in reading.

Some Team Leaders enrolled in Northeast for graduate credit during the inservice years.

PLANS FOR TRANSITION FROM PRESERVICE TO INSERVICE

The basic design of the Grambling-Ouachita Teacher Corps Program which included involvement of all persons affected by the project at the college, school system and community level set the stage for smooth transition. These were strengths:

1. Faculty and Team Leader interaction so that they got to know each other.
2. Team Leaders who functioned as learners, as team leaders with interns in the mini-school and as faculty members in preservice seminars. Also team leaders were selected, for the most part, from the respective schools in which they worked.
3. LEA Coordinators, the principals and community agencies participated in the preservice program.
4. Interns participated in a variety of experiences that were especially planned as "readiness" activities for the target schools including "a day at the school" with the respective principals.
5. Mutually supportative and carefully directed interdisciplinary seminars and mini-school at the college.

**Six hours of graduate credit were given by Louisiana Tech. University, Ruston, Louisiana. Team Leaders registered with the university. They paid their fees. Dr. Joann Dauzat represented La. Tech. During the inservice years (1971-72, 72-73) team leaders enrolled in Northeast University for courses relevant to their work.

5. Mutually supportative and carefully directed interdisciplinary seminars and mini-school at the college.

6. Competency-based approach initiated in teacher education. Interns were required to perform in the mini-school, in peer-group situations and in the selection, and preparation of teaching materials and use of machines.

7. Intern adjustment in the communities prior to the beginning of the preservice period.

8. Open communication with interns during preservice on campus and on site periods.

9. Orientation of interns and new teachers at the beginning of the inservice period.

10. Cooperative and supportative administration from the college and public school levels.

But most of all, the thirty-nine* interns were looking forward to the CHANGE--for they realized that they, themselves, were to function as agents for CHANGE--for better Teacher Education and the improvement of education in the schools. The "acid" test would be their concern for the welfare of children and their performance during two years of internship in the Inservice phase of the program.

Summaries of data gathered by instruments designed to determine the effectiveness of the Inservie-Phase of the Sixth-Cycle Grambling-Ouachita Program appear in Section II which follows.

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*One deceased and one veteran withdrew for personal reasons.

SECTION II: EVALUATION

COLLEGE PHASE

In an attempt to measure the degree of attainment of the objectives for the College phase of the Grambling-Ouachita Teacher Corps Program, a questionnaire was developed by a committee composed of members of the Grambling faculty, principals, team leaders, LEA personnel director, interns, and the LEA community citizens. The questionnaire was completed by the following groups of people: Grambling College faculty in the professional components (including TC administrators), regular teachers involved with the TC program, team leaders, LEA principals, LEA librarians, LEA coordinator, LEA Elementary Supervisor, LEA Superintendent, LEA Reading-Mathematics Specialists, LEA Personnel Coordinator, and interns. A total of seventy-seven persons responded to the questionnaire, of which twenty-six were interns, seventeen were Grambling faculty, and thirty-four were LEA personnel.

The questionnaire consisted of twelve closed-ended items and one open-ended item. Each of the close-ended items had five categories for responses: Very Adequate, Adequate, Somewhat Adequate, Inadequate, and Do Not Know. The items also requested the indication of reasons when inadequate responses were recorded. The open-ended item involved responses relative to project strengths, weaknesses, and suggestions. A copy of the evaluative instrument is listed in the appendix. Summary of data from the questionnaire is presented in Table I.

It should be noted that item number one was designed to measure the extent to which the Grambling-Ouachita Teacher Corps Program (GOTCP) model focused on individually-paced activities for interns. Fifty-one

percent of the respondents indicated that the model was Adequate or Very Adequate. Of these 44.1 percent felt that the individually-paced activities were Adequate while 35.0 percent found that the activities were Somewhat Adequate. Those who found the activities Inadequate listed the reasons as follows:

> "Few activities were self-paced."
> "Assignments were expected on dates due."*

Appendix (A-5) gives a detailed summary of the total number of responses per item by the three subgroups, interns, LEA personnel, and Grambling faculty who responded to the items.

The second item dealt with the extent to which the GOTCP model incorporated personalized learning experiences for the interns. A summary of Adequate and Very Adequate responses shows that approximately 65 percent felt that the model provided personalized experiences that were either Adequate or Very Adequate. Seventeen persons, or 22.0 percent, stated that the project had very adequately accomplished this objective. Thirty-five persons, or 42.8 percent, indicated that personalized learning was Adequate. The two persons who found the quality Inadequate gave as their reason that "all interns were expected to learn by doing the assignments and attending class."

Item number three was designed to measure the extent to which the GOTCP implemented a modularized curriculum in the experimental component, reading. Slightly more than 62 percent indicated that the curriculum was modularized. Eighteen percent felt that it was Very Adequate and 44.1 percent indicated Adequate, as shown in Table I. Only two people, or 2.5 percent, checked Inadequate. The reason given was that "as far as I know, no modularized curriculum was used."

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*"Self-pacing" in a time-framed program was not possible in all cases.

The fourth item was to determine the extent to which the GOTCP model incorporated a modularized curriculum in other professional components. Table I shows that 46.7 percent noted a modularized curriculum as Adequate; while 32.4 percent indicated Somewhat Adequate. Four people, 5.1 percent, gave Inadequate as their responses. Reasons given by them varied with reference to the use of modules.

In Item number five, seventy-five percent indicated that GOTCP experiences enabled interns to acquire skill in working with disadvantaged youth. Twenty-four percent felt that this was Very Adequate while 50.6 percent, stated Adequate. About eighteen percent showed that the attainment of the objective was Somewhat Adequate. Only one person felt that it was Inadequate. No reason was given for the response.

Slightly more than sixty percent of the responses indicated that Grambling College met its objective to have the GOTCP faculty serve roles as teacher-counselors. Twelve and nine tenths (12.9) percent gave a rating of Very Adequate and 48.0 percent checked Adequate. Those who felt that the GOTCP had inadequately met the objectives in Item six indicated that some faculty members did not observe "on-site"; their work with interns was chiefly in interdisciplinary seminars in the Learning Center.

Table I shows that 81.7 percent indicated that behavioral objectives were used as bases for learning experiences in the reading component (Item 7). Thirty-two and four tenths (32.4) percent noted that this was Very Adequate and 49.3 percent checked Adequate. No reason was given by the one person who felt that the use of behavioral objectives was Inadequate.

Behavioral objectives were used as bases for learning experiences in other professional components according to the responses (to Item 8). Sixty-seven and four tenths (67.4) percent indicated either Adequate or Very Adequate. Those persons who indicated that behavioral objectives

TABLE I. Item Responses by Number and Percentage of Respondents

ITEM	Very Adequate		Adequate		Somewhat Adequate		Inadequate		Do Not Know		Summary: Adequate-V. Adequate	
	N	%	N	%	N	%	N	%	N	%	N	%
1	6	7.6	34	44.1	27	35.0	4	5.1	6	7.7	40	51.7
2	17	22.0	33	42.8	16	20.7	2	2.5	9	11.6	50	64.8
3	14	18.1	34	44.1	16	20.7	2	2.5	12	15.5	48	62.2
4	1	1.2	36	46.7	25	32.4	4	5.1	10	12.9	37	47.9
5	19	24.6	39	50.6	14	18.1	1	1.2	4	5.1	58	75.2
6	10	12.9	37	48.0	21	27.2	10	12.9	2	2.5	47	60.9
7	25	32.4	38	49.3	11	14.2	1	1.2	2	2.5	63	81.7
8	14	18.1	38	49.3	15	19.4	6	7.7	6	7.7	52	67.4
9	25	32.4	33	42.8	10	12.9	4	5.1	6	7.7	78	75.2
10	12	15.5	39	50.6	15	19.4	3	3.8	7	11.6	51	66.1
11	3	3.8	39	50.6	18	23.3	4	5.1	12	15.5	42	54.4
12	46	59.7	23	29.8	4	5.1	1	1.2	2	2.5	69	89.5

were Inadequate indicated that broad educational goals were used, and in some aspects the components were changed very little as a result of Teacher Corps.

In Item nine, more than 75 percent indicated that the GOTCP model incorporated on-site course-work for the applied skills phases of intern learning experiences. As given in Table I, 32.4 percent felt that this was Very Adequate, 42.8 percent checked Adequate while 12.9 percent checked Somewhat Adequate. Of the four persons who checked Inadequate, only one person listed as his reason "that evaluations were done without the college instructor seeing the interns working with students."

In Table I, it should be noted that in the reading and other experimental components as noted in Items 10 and 11, more than 50 percent of the respondents indicated that a performance-based program was operative.

The extent to which the GOTCP model provided opportunities for interns to engage in the actual teaching process earlier in their preservice education was evaluated in Item 12. More than half of the respondents, or 59.7 percent, responded Very Adequate while 29.8 percent indicated that it was Adequate. One person checked Inadequate and gave the following reason: "There were some opportunities, but I felt that there should have been more actual demonstrations."*

Item 13, an open-ended statement, sought evaluative comments relative to project strengths, weaknesses, and suggestions. Thirty-two individuals, 41.5 percent, responded to Item 13 as given in Table III. Thirty-two of those responding, 37.5 percent, listed opportunities for

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*Table II gives the Number of Responses by Item and Sub-Group.

TABLE II. Number of Responses by Item and Sub-Group

ITEM	VA				AD				SA				IA				DNK			
	I	AP	CF	T	I	AP	CF	T	I	AP	CF	T	I	AP	CF	T	I	AP	CF	T
1	2	1	3	6	12	16	6	34	9	12	6	27	3	1	0	4	0	4	2	6
2	7	6	4	17	11	13	9	33	7	7	2	16	1	1	0	2	0	7	2	9
3	8	3	3	14	12	16	6	34	7	6	3	16	0	2	0	2	0	7	5	12
4	0	0	1	1	15	14	7	36	8	11	6	25	1	2	1	4	0	7	3	10
5	8	5	6	19	14	21	4	39	3	7	4	14	0	0	1	1	0	1	3	4
6	4	2	4	10	9	19	9	37	10	11	0	21	3	1	3	7	0	1	1	2
7	11	7	7	25	10	20	8	38	5	5	1	11	0	1	0	1	0	1	1	2
8	6	2	6	14	13	19	6	38	6	9	0	15	2	0	4	6	0	5	1	6
9	11	8	6	25	8	17	8	33	5	5	0	10	1	0	3	4	2	2	2	6
10	5	1	6	12	12	19	8	39	7	8	0	15	0	1	2	3	1	5	2	8
11	0	0	3	3	19	15	5	39	5	8	5	18	1	0	3	4	1	10	2	13
12	17	18	11	46	6	14	3	23	2	1	1	4	1	0	0	1	0	1	1	2
				202				423				192				39				78
N = 924				21.8%				45.7%				20.7%				4.2%				8.4%

I = Intern
AP = LEA Personnel
CF = GC Faculty
T - Total

field-based experiences in real situations as the greatest program strength. Other strengths which related to intern teaching were given as follows: interns were given opportunities for creativity in their teaching, and increased provisions for individualized work for children were made possible by the program.

Strengths which related to the college instructional program were given as follows: interdisciplinary seminars, personalized learning experiences, on-site courses, college instructional modules in basic reading skills and college instruction in language arts, social studies, and physical education. The leadership of the Directors of the program was also listed as strength. A total of twenty-six persons responded to the category.

Lack of communication in several areas was listed as the greatest program weakness. Reference was made to lack of communication between the College and the LEA, lack of communication relative to roles of team leaders, interns, supervising teachers, and regular teachers; and lack of adequate preservice and inservice training of the regular teachers. Other weaknesses related to lack of communication were given as follows: lack of focus of basic program goals and lack of agreement on instructional duties of team leaders and interns.

Weaknesses relative to college coursework were cited as institutional constraints on intern self-paced activities, heavy college coursework and follow-up of intern implementation of teaching theory into practice.

Weaknesses which reflected personal traits were listed as personal characteristics of some interns, and lack of skill on the part of some team leaders and regular teachers in working with young adults.

Other program weaknesses as seen by one respondent were given as

follows: interns being required to engage in teaching activities before they were ready, selection of team leaders and supervisors, the number in some schools, lack of renumeration for cooperating teachers.

A total of twenty-eight people responded to program weaknesses, as indicated in Table III.

Twenty-four persons offered suggestions for program improvement as shown in Table III. The most frequently offered suggestions centered around improving communication between all parties concerned with eight persons giving such suggestions as provisions for greater preservice training of all possible program participants, provisions for role definitions for all participants, and provisions for increased planning for all.

Other suggestions which follow are identified as to the group which submitted them. These are summarized on the next page.

Table III. Number of Respondents to Item 13 by Category and Sub-Group

CATEGORY	Interns	LEA Personnel	GC Faculty	Total
Strengths	11	7	8	26
Weaknesses	12	9	7	28
Suggestions	11	7	6	24
Number	13	10	9	32
Percentage	50.0	29.4	52.9	41.5

Intern suggestions. Several interns listed suggestions specifically related to coursework. Two suggested more limited college work. The following suggestions were given by one person each:* ascertain that interns need not repeat courses previously successfully completed, provisions for successful performance on pre-tests to exempt an intern from pursuing the module, provision of new and fresh ideas on how to present mathematics and art materials, provision for more demonstration teaching, and greater provisions for observations by team leaders and instructors so that they will know weaknesses of interns and how to help them. Other intern suggestions included provisions for more observation time, provisions for treating interns as adults and better screening of Corpsmen - interns and team leaders.

LEA Personnel Suggestions. The most frequent suggestion was provisions for preservice training for all cooperating teachers, with four persons offering the suggestion. Other suggestions were offered on an individual basis as follows: provitions for increased planning, provisions for increased evaluation, provisions for better screening of Corpsmen, and provisions for pay for cooperating teachers.

GC Faculty Suggestions. Provisions for greater preservice training for all participants. Other suggestions were given as follows: improved selection policies for interns, provisions for role definition for all participants, and provisions for a clearer consensus on the definition and characteristics of a competency-based teacher education program.

Analysis of Data

The data from the close-ended questionnaire items were analyzed according to favorable, unfavorable responses and Do Not Know. Favorable responses were those within the adequate categories Very Adequate, Adequate, and Somewhat Adequate. Unfavorable responses were interpreted as

*Vents for airing feelings are basic to the success of a program.

neither favorable nor unfavorable. Table IV gives the percentages of favorable, unfavorable and Do Not Know categories for each item. The responses were generally favorable with 88.2 percent of the responses being within the favorable range.

Item 7 which related to the use of behavioral objectives in the experimental component had the highest percentage of favorable responses - 95.9. Item 11 which treated the extent to which the GOTCP model incorporated a performance-based program in the other professional component received more than seventy-five percentage favorable responses or 77.7. It should be noted by carefully examining the percentages representing favorable responses (very adequate, adequate and somewhat adequate) that according to these data, the goals of the college phase of the program were achieved.

The data were analyzed by rank order of each item choice. Table V presents the data in ranked percentages. In the Very Adequate category, Items 12 relative to early teaching experiences in the intern's preservice education received the highest percentage of responses. Item 4 relative to the modularized curriculum in other professional components received the lowest percentage of Very Adequate responses; however, the percent of Adequate responses were sufficiently high.

In the Adequate category, three items shared highest rank, as given in Table V. The three items were Item 5 measuring the GOTCP experiences as they enabled interns to secure skill in working with disadvantaged youth, Item 10 relative to the use of behavioral objectives in the experimental component and Item 11 relative to the use of behavioral objectives in other professional components. Item 12 received lowest of Adequate responses.

TABLE IV. Item Responses by Percentages in Favorable, Unfavorable, and Do Not Know Categories

ITEM	Favorable	Unfavorable	Do Not Know
1	86.1	5.1	7.7
2	85.5	2.5	11.6
3	82.9	2.5	15.5
4	80.3	5.1	12.9
5	93.3	1.2	5.1
6	88.1	12.9	2.5
7	95.9	1.2	2.5
8	83.8	7.7	7.7
9	88.1	5.1	7.1
10	85.5	3.8	11.6
11	77.7	5.1	15.5
12	94.6	1.2	2.5

TABLE V. Rank Order of Item Choices by Percentages

% VA	Item	% A	Item	% SA	Item	% IA	Item	% DNK	Item
59.7	12	50.6	5	35.0	1	12.9	6	15.5	3
32.4	7	50.6	10	32.4	4	7.7	8	15.5	11
32.4	9	50.6	11	27.2	6	5.1	1	12.9	4
24.6	5	49.3	7	23.3	11	5.1	4	11.6	2
22.0	2	49.3	8	20.7	2	5.1	9	11.6	10
18.1	3	48.0	6	20.7	3	5.1	11	7.7	1
18.1	8	46.7	4	19.4	8	2.5	2	7.7	8
15.5	10	44.1	1	18.4	10	2.5	3	7.7	9
12.9	6	44.1	3	18.1	5	3.8	10	5.1	5
7.6	1	42.8	2	14.2	7	1.2	5	2.5	6
3.8	11	42.8	9	12.9	9	1.2	7	2.5	7
1.2	4	29.8	12	5.1	12	1.2	12	2.5	12

Item 1 measuring the extent to which the GOTCP focused on individually-paced activities for interns received the highest rank of Somewhat Adequate responses. Item 12 received the lowest ranking of Somewhat Adequate responses.

The data were also analyzed by percentages of responses made by the three sub-groups interns, LEA personnel, and GC faculty. The data are presented in Table VI.

Intern Responses. Table VI indicates that interns, checking Very Adequate, responded most favorable to Item 12 which measured the extent to which interns were provided with opportunities to engage in the actual teaching process earlier in their preservice education. Interns gave no Inadequate responses to four items - Item 3, Item 5, Item 7, and Item 10.

Interns gave Do Not Know responses to only three items. Item 9 dealing with on-site coursework received the highest percentage of Do Not Know responses. Both Item 10 and Item 11 received 3.8 percent of Do Not Know responses among interns.

LEA Personnel Responses. As given in Table VI, LEA personnel gave the highest percentage, 52.9, or Very Adequate responses to Item 12 measuring the extent to which the GOTCP model provided early teaching experiences for interns. LEA personnel listed no Very Adequate responses for either Item 4 or Item 11.

LEA personnel responded least favorably to Item 3 and Item 4, with each receiving 5.8 percent Inadequate responses. No Inadequate responses were checked for Items 5, 8, 11 and 12.

LEA personnel registered a relatively high percentage of Do Not Know responses in several items, as shown in Table VI. Item 11 received the highest percentage, 29.4, or Do Not Know responses. Items 5, 6, 7, and 12 received the lowest percentage, 2.9, of Do Not Know responses.

TABLE VI. Item Responses by Sub-Group Percentages

Very Adequate				Adequate				Somewhat Adequate				Inadequate				Do Not Know			
Intern	LEA Personnel	G.C. Faculty	Total of Respondents	Intern	LEA Personnel	G.C. Faculty	Total of Respondents	Intern	LEA Personnel	G.C. Faculty	Total of Respondents	Intern	LEA Personnel	G.C. Faculty	Total of Respondents	Intern	LEA Personnel	G.C. Faculty	Total of Respondents
7.6	2.9	17.6	7.6	46.1	47.0	35.2	44.1	34.6	35.2	35.2	35.0	11.5	2.9	0.0	5.1	0.0	11.7	11.7	7.7
26.9	17.6	23.5	22.0	42.3	38.2	52.9	42.8	26.9	20.5	11.7	20.7	3.8	2.9	0.0	2.5	0.0	20.5	11.7	11.6
30.7	8.8	17.6	18.1	46.1	47.0	35.2	44.1	26.9	17.6	17.6	20.7	.0	5.8	0.0	2.5	0.0	20.5	29.4	15.5
0.0	0.0	5.8	1.2	57.6	41.1	41.1	46.7	30.7	32.3	35.2	32.4	3.8	5.8	5.8	5.1	0.0	20.5	17.6	12.9
30.7	14.7	35.2	24.6	53.8	61.7	23.5	50.6	11.5	20.5	23.5	18.1	0.0	0.0	5.8	1.2	0.0	2.9	17.6	5.1
15.3	5.8	23.5	12.9	34.6	55.8	52.9	48.0	38.4	32.5	0.0	27.2	11.5	2.9	17.6	12.9	0.0	2.9	5.8	2.5
42.3	20.5	41.1	32.4	38.4	58.8	47.0	49.3	19.2	14.7	5.8	14.2	0.0	2.9	0.0	1.2	0.0	2.9	5.8	2.5
23.0	5.8	35.2	18.1	50.0	55.8	35.2	49.3	23.0	26.4	0.0	19.4	7.6	0.0	23.5	7.7	0.0	14.7	5.8	7.7
42.3	23.5	35.2	32.4	30.7	50.0	47.0	42.8	19.2	14.7	0.0	12.9	3.8	0.0	17.6	5.1	7.6	11.7	11.7	7.7
19.2	2.9	35.2	15.5	46.1	55.8	47.0	50.6	26.9	23.5	0.0	19.4	0.0	2.9	11.7	3.8	3.8	14.7	11.7	11.6
.0	.0	17.6	3.8	73.0	44.1	29.4	50.6	19.2	23.5	29.4	23.3	3.8	.0	17.6	5.1	3.8	29.4	11.7	15.5
65.3	52.9	64.7	59.7	23.0	41.1	17.6	29.8	7.6	2.9	5.8	5.1	3.8	0.0	0.0	1.2	0.0	2.9	5.8	2.5

Grambling College Faculty Responses. Just as did the other two subgroups, the Grambling Faculty responded most favorable to Item 12, with 64.7 percent of the faculty checking Very Adequate to the item as in Table VI. The faculty gave the lowest percentage of Very Adequate responses to Item 4 relative to the implementation of a modularized curriculum in the other professional components.

The College faculty responded least favorably to Item 8 measuring the extent to which behavioral objectives were used in the other professional components, with 23.5 percent of the members responding Inadequate to this item. The faculty had no Inadequate responses to Item 1, 2, 3, 4, and 12.

A relatively high percentage of Do Not Know responses was recorded for each item by the faculty. Item 3 received the largest percentage, 29.4, of Do Not Know responses. Lowest percentages of Do Not Know responses were checked for Items 6, 7, 8, and 12, with each item receiving 5.8 percent.

Summary. It should be noted that the data support the achievement of program goals. Also, it reveals openness as reflected in ratings by subgroups and a need for fuller understanding on the part of all concerned relative to program goals, programs and activities of each of the institutions concerned: college, school and community.

The plan of Teacher Corps - "to bring college-school-community personnel together for mutual respect, collaborative-decision making and understanding of and participation in respective programs of the institutions" is a noble step in the right direction. Bold steps in this direction were attempted through the Sixth-Cycle Grambling-Ouachita Teacher Corps Program and strides were made. With mutual trust the established partnership can keep the pace.

SCHOOL-CLASSROOM PHASE

To evaluate the school phase of the Grambling-Ouachita Teacher Corps Program five major areas were identified as a basis for determining the extent to which the original goals, as stated in the proposal, were realized. The areas were: 1) General Goals Operationalized in the Elementary Program, 2) Differentiated Staffing, 3) Team Teaching, 4) Elementary Classroom Involvement of the Interns, and 5) Individualized Instruction Within the School.

Each of the three groups of evaluators indicated that the total program satisfactorily met its goals and objectives in all of the five identified areas.* The evaluators also indicated that within each of the five areas there were specific strengths and weaknesses. Summaries of the responses showing program strengths and weaknesses are presented in the tables which follow.**

The data in Table VIII below is based on a questionnaire designed to determine if basic goals of the elementary program were attained in the Teacher Corps Schools in Ouachita Parish. The combined responses for numbers 5 and 4 indicate with one exception that more than 50 percent of those involved in the program felt that the general goals as set forth in the proposal had been achieved. When the responses of numbers 5, 4, and 3 which represent favorable comments are summarized, evidence of the success of the program is greater.

It should be noted that the exception is in regard to Item 2-B which represents a program.*** The combined responses of numbers five and four represent only 29 percent of the responses. However, when the responses of number three are added, favorable responses comprise 55.7 percent of the total.

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*College Faculty, Local school personnel, and Interns

**See Section IV - APPENDIX-B. Note the questionnaires designated A, B, C, D, E following CLASSROOM PHASE for explanation of items in Tables VIII through XII

***Number 5B, page 2 in the proposal.

TABLE VIII. General Goals Operationalized in the Elementary Program

ITEM	5		4		3		2		1		0		Total 4 and 5	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1-A	18	23.7	32	42.1	16	21.1	3	3.9	3	3.9	4	5.3	50	65.8
1-B	15	19.7	31	40.8	15	19.7	4	5.3	7	9.2	4	5.3	46	60.5
2-A	6	7.9	35	46.1	17	22.4	4	5.3	6	7.9	8	10.5	41	54.0
2-B	10	13.2	13	17.1	20	26.3	2	2.6	24	31.6	7	9.2	23	30.3
3	31	40.8	18	23.7	14	18.4	1	1.3	7	9.2	5	6.6	49	64.5
4	26	34.2	17	22.4	18	23.7	7	9.2	5	6.6	3	3.9	43	56.6

Data in Table VIII suggest that Items three and four indicate that considerable progress was made by having the target schools serve as a laboratory for teaching disadvantaged children; and toward new and better patterns of staff utilization.

According to the data in Table IX, differentiated staffing was a basic feature of the program. In Items 2, 4, 6 and 7, evidence indicate that differentiated staffing provided greater opportunities for decision-making, delegation and acceptance of responsibilities; improved utilization of facilities; were utilized to improve the learning environment and that a variety of scheduling patterns were utilized in achieving desired goals.

TABLE IX. Differentiated Staffing Within the Elementary-Based Program

ITEM	5		4		3		2		1		0		Total 4 and 5	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	13	17.1	21	27.6	13	17.1	3	3.9	17	22.4	9	11.8	34	44.7
2	10	13.2	28	36.8	18	23.7	2	2.6	12	15.8	6	7.9	38	50.0
3	19	25.0	14	18.4	27	35.5	1	1.3	10	13.2	5	6.6	33	43.4
4	23	30.3	17	22.4	18	23.7	5	6.6	4	5.3	9	11.8	40	52.7
5	16	21.0	18	23.7	24	31.6	3	3.9	3	3.9	12	15.8	34	44.7
6	39	51.3	17	22.4	13	17.1	3	3.9	1	1.3	3	3.9	56	73.7
7	26	34.2	25	32.9	13	17.1	6	7.9	0	0.0	6	7.9	51	67.1

TABLE X. Team Teaching Approach Within the Elementary-Based Program

ITEM	5		4		3		2		1		0		Total 4 and 5	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	15	19.7	29	38.2	14	18.4	9	11.8	2	2.6	7	9.2	44	57.9
2	18	23.7	24	31.6	19	25.0	4	5.3	7	9.2	4	5.3	42	55.3
3	13	17.1	25	32.9	23	30.3	6	7.9	3	3.9	6	7.9	38	50.0
4	40	52.6	16	21.1	14	18.4	3	3.9	0	0.0	3	3.9	56	73.7
5	35	46.1	17	22.4	17	22.4	5	6.6	0	0.0	2	2.6	52	68.5
6	7	9.2	8	10.5	30	39.5	9	11.8	16	21.1	6	7.9	15	19.7

The data in Table X above is based on information gathered to determine the extent to which team teaching was introduced and implemented in the Teacher Corps Schools.

With one exception, evidence in Table X indicate that more than 50 percent of the respondents felt that team teaching was operative. In regard to grouping for more effective teaching and realistic treatment of individuals based on differences and needs, Items number four and five received 73.7 and 68.5 percent of the responses (combining ratings 4 and 5). In Item number five evidence point out that time needed to prepare adequately was not provided.

Classroom Involvement of Interns

Information gathered and summarized in Table XI was for the purpose of finding out the extent to which interns utilized instructional media resources in planning and teaching.

Responses to the various items indicate that interns were involved to a satisfactory degree in the teaching-learning process and that they made use of materials and resources in teaching. The range of the scale "most effective" to "effective" (5-3) on all items indicate that interns performed well in the classrooms. This included the demonstration of academic and professional level of competence based on theoretical concepts developed in interdisciplinary seminars and applied in the various learning settings. (Note Items 1-18 under the heading Classroom Involvement of Interns.)

TABLE XI. Elementary Classroom Involvement of the Interns

ITEM	5		4		3		2		1		0		Total 4 and 5	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	22	28.9	20	26.3	15	19.7	13	17.1	3	3.9	3	3.9	42	55.2
2	31	40.8	15	19.7	23	30.3	6	7.9	0	0.0	1	1.3	46	60.5
3	31	40.8	10	13.2	22	28.9	8	10.5	0	0.0	5	6.6	41	54.0
4	28	36.8	14	18.4	19	25.0	10	13.2	2	2.6	3	3.9	42	55.2
5	29	38.2	12	15.8	18	23.7	8	10.5	1	1.3	8	10.5	41	54.0
6	32	42.1	13	17.1	17	22.4	6	7.9	1	1.3	7	9.2	45	59.2
7	28	36.8	10	13.2	13	17.1	7	9.2	5	6.6	13	17.1	38	50.0
8	29	38.2	13	17.1	15	19.7	7	9.2	2	2.6	10	13.2	42	55.3
9	25	32.9	16	21.1	18	23.7	4	5.3	5	6.6	8	10.5	41	54.0
10	32	42.1	9	11.8	19	25.0	4	5.3	4	5.3	8	10.5	41	53.9

TABLE XI Cont'd

ITEM	5		4		3		2		1		0		Total 4 and 5	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
11	40	52.6	6	7.9	18	23.7	2	2.6	3	3.9	7	9.2	46	60.5
12	35	46.1	14	18.4	15	19.7	2	2.6	3	3.9	7	9.2	49	64.5
13	27	35.5	16	21.1	21	27.6	4	5.3	3	3.9	5	6.6	43	56.6
14	24	31.6	16	21.1	16	21.1	8	10.5	2	2.6	10	13.2	40	52.7
15	22	28.9	12	15.8	20	26.3	6	7.9	3	3.9	13	17.1	34	44.7
16	30	39.5	12	15.8	16	21.1	6	7.9	4	5.3	8	10.5	42	55.3
17	30	39.5	12	15.8	23	30.3	7	9.2	0	0.0	4	5.3	42	55.3
18-A	14	18.4	10	13.2	34	44.7	5	6.6	2	2.6	11	14.5	24	31.6
18-B	30	39.5	14	18.4	18	23.7	6	7.9	0	0.0	8	10.5	44	57.9
18-C	19	25.0	16	21.1	20	26.3	10	13.2	4	5.3	7	9.2	35	46.1

TABLE XI Cont'd

ITEM	5		4		3		2		1		0		Total 4 and 5	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
18-D	16	21.1	16	21.1	23	30.3	8	10.5	5	6.6	8	10.5	32	42.2
18-E	16	21.1	22	29.0	17	22.4	12	15.8	1	1.3	8	10.5	38	50.1
18-F	16	21.1	16	21.1	21	27.6	12	15.8	1	1.3	10	13.2	32	42.2
18-G	17	22.4	9	11.8	23	30.3	6	7.9	6	7.9	15	19.7	26	34.2
18-H	11	14.5	15	19.7	23	30.3	9	11.8	5	6.6	13	17.1	26	34.2

Competency Based Curriculum Through Individualized Instruction

Data in Table XII determines the extent to which the Sixth Cycle Teacher Corps Program met the objectives for implementing a competency-based curriculum through individualized instruction. Responses to the questionnaire indicate that this objective was achieved with a high level of performance. The combined responses of ratings 5 (Very Adequate) and 4 (Adequate) plus 3 (Somewhat Adequate) support the findings that this phase of the program was very successful.

TABLE XII. The Individualized Approach to Children's Instruction Within the Elementary School Program

ITEM	5		4		3		2		1		0		Total 4 and 5	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	29	38.2	28	36.9	9	11.8	2	2.6	5	6.6	3	3.9	57	75.1
2	46	60.5	20	26.3	4	5.3	0	0.0	5	6.6	1	1.3	66	86.8
3	34	44.7	19	25.0	13	17.1	2	2.6	5	6.6	3	3.9	53	69.7
4	31	40.8	19	25.0	15	19.7	4	5.3	5	6.6	2	2.6	50	65.8
5	27	35.5	17	22.4	15	19.7	5	6.6	10	13.2	2	2.6	44	57.9
6	17	22.4	26	34.2	22	29.0	1	1.3	8	10.5	2	2.6	43	56.6
7	9	11.8	21	27.6	30	39.5	4	5.3	9	11.8	3	3.9	30	39.4
8	29	38.2	21	27.6	14	18.4	2	2.6	9	11.8	1	1.3	50	65.8
9	25	32.9	29	38.2	12	15.8	4	5.3	4	5.3	2	2.6	54	71.1
10	28	36.9	30	39.5	4	5.3	4	5.3	8	10.5	2	2.6	58	76.4

TABLE XII Cont'd

ITEM	5		4		3		2		1		0		Total 4 and 5	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
11	14	18.4	37	48.7	10	13.2	3	3.9	10	3.2	2	2.6	51	67.1
12	19	25.0	26	34.2	18	23.7	5	6.6	5	6.6	3	3.9	45	59.2
13	8	10.5	23	30.3	24	31.6	7	9.2	11	14.5	3	3.9	31	40.8
14	23	30.3	24	31.6	18	23.7	1	1.3	8	10.5	2	2.6	47	61.9
15	12	15.8	32	42.1	17	22.4	3	3.9	11	14.5	1	1.3	44	57.9
16	16	21.1	31	40.8	20	26.3	1	1.3	7	9.2	1	1.3	47	61.9
17	5	6.6	17	22.4	29	38.2	10	13.2	13	17.1	2	2.6	22	29.0
18	16	21.1	33	43.4	11	14.5	4	5.3	11	14.5	1	1.3	49	64.5
19	19	25.0	26	34.2	20	26.3	1	1.3	8	10.5	2	2.6	45	59.2
20-A	13	17.1	31	40.8	20	26.3	1	1.3	8	10.5	3	3.9	44	57.9

TABLE XII Cont'd

ITEM	5		4		3		2		1		0		Total 4 and 5	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
20-B	23	30.3	19	25.0	7	9.2	8	10.5	12	15.8	7	9.2	42	55.3
20-C	28	36.9	30	39.5	8	10.5	0	0.0	6	7.9	4	5.3	58	76.4
20-D	25	32.9	31	40.8	8	10.5	2	2.6	6	7.9	4	5.3	56	73.7
20-E	29	38.2	21	27.6	11	14.5	4	5.3	7	9.2	4	5.3	50	65.8
20-F	33	43.4	22	29.0	12	15.8	2	2.6	5	6.6	2	2.6	55	72.4
20-G	23	30.3	21	27.6	14	18.4	4	5.3	11	14.5	3	3.9	44	57.9
20-H	17	22.4	21	27.6	13	17.1	7	9.2	13	17.1	5	6.6	38	50.0
20-I	40	52.6	13	17.1	11	14.5	2	2.6	8	10.5	2	2.6	53	69.7
20-J	28	36.9	27	35.5	9	11.8	2	2.6	8	10.5	2	2.6	55	72.4

TABLE XII Cont'd

ITEM	5		4		3		2		1		0		Total 4 and 5	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
*21-A	11	26.2	11	26.2	7	16.7	0	0.0	8	19.0	5	11.9	22	52.4
21-B	13	31.0	14	33.3	6	14.3	0	0.0	7	16.7	2	4.8	27	64.3
21-C	10	23.8	16	38.1	8	19.0	0	0.0	6	14.3	2	4.8	26	61.9
21-D	10	23.8	15	35.7	8	19.0	0	0.0	6	14.3	3	7.1	25	59.5
21-E	13	31.0	11	26.2	6	14.3	1	2.4	9	21.4	2	4.8	24	57.2
21-F	7	16.7	18	42.8	7	16.7	0	0.0	8	19.0	2	4.8	25	59.5
21-G	7	16.7	8	19.0	8	19.0	8	19.0	8	19.0	3	7.1	15	35.7
21-H	6	14.3	14	33.3	10	23.8	1	2.4	9	21.4	2	4.8	20	47.6
21-I	5	11.9	9	21.4	11	26.2	1	2.4	14	33.3	2	4.8	14	33.3
21-J	13	31.0	11	26.2	6	14.3	0	0.0	10	23.8	2	4.8	24	57.2

*21 (a) through (j) college response only.

COMMUNITY PHASE

The Sixth Cycle Grambling-Ouachita Teacher Corps Program has been an asset to the target schools of Ouachita Parish, to the Community and to Grambling College. It has caused each of these institutions to come to a fuller realization that in order to give children intelligent guidance there must be involvement and understanding of the total learning environment to which children are exposed. Through the program it has become increasingly clear that the immediate school needs the community as a positive force for educational and social improvement.

The various community groups made important contributions upon many occasions by furnishing leadership in some special activities. This was done by Teacher Corps providing initiative, coordinating efforts, motivating in many situations and directing parents, agencies and children in the conducting of many general and specific enterprises that contributed to the improvement of the community. ----During the past two years the community and school have become aware as never before of the many opportunities for vital socially valuable activities, resources, persons and materials that may be brought to bear on the education of children in the schools of Ouachita Parish.

With Teacher Corps as an active force in the community it soon became evident that the schools needed the community and the community needed the schools. Without both as a direct resource for elevating the lives of the underprivileged, the educational efforts would not have been productive nor would the impact on the community have been as lasting. Through co-operative planning with parents and other community people, children,

teachers and college personnel have been given direct contact with many aspects of community life; such as, health, safety, citizenship, local history, community recreation, various agencies that provide for the welfare of citizens, governmental operations, the business sector and civic-cultural offerings. All projects directed by Teacher Corps have caused citizens to recognize more fully what the school is trying to do for the children and the community. Thus, parents and citizens have become more interested in providing and reinforcing the guidance given in schools in order that the lives of children are enriched and the community enhanced.

Grambling College's philosophy of training teachers has been "that of being as community conscious as school conscious, as aware of child development as curriculum construction, with equal concern about civic-social needs and competent community development" has made an impact upon the thinking and performance of the community people as they observed Sixth Cycle Teacher Corps interns and worked with them in planning and executing the various projects which included much community involvement. The community has been used as a laboratory for living and learning. The field trips, civic participation, tutorial programs and cultural affairs activities included the help of many parents who otherwise would have been complacent.

The outcome of Teacher Corps efforts has proven that a community can and will become involved in worthwhile projects working closely with the school. The various activities gave parents and lay citizens an opportunity to become a part of all phases of the school program. Many of them were used as resource persons, teachers, chaperons on tours and other trips, leaders, directors, chairmen and members of committees. The cooperative endeavors have given children, parents and laymen a feeling of belonging. Delinquency and absenteeism have been diminished thus causing pupils to do

better work in school. Social problems have decreased and work and study habits have improved. The academic concepts and skills have been strengthened in children and adults through the tutoring by Teacher Corps Interns.

Mutual understanding, goodwill and better cooperation of the community are reflected in various aspects of community life as the standards of living have been raised through help given by the many projects initiated by Teacher Corps Interns. Several of the projects will continue to function, especially tutorial services for children and adults, the cultural program, civic activities, Scouting, nutritional programs for children and adults, and field trips. All of the projects were enthusiastically endorsed by the parents.

Many things that were anticipated by the community were realized through the Teacher Corps programs; such as, helping disadvantaged children to gain knowledge, skills and a better appreciation and understanding of their academic work. Children's background of experience was broadened through enrichment activities that embraced multiculturalism.

The competency-based phase of Teacher Corps could have been enhanced by providing greater opportunity for the community coordinator to have had more time to work with team leaders and interns during the preservice training period. Where expenses were needed in carrying out a particular project, a designated amount of funds should have been more readily available. There should have been more intensive and extensive publicizing of Teacher Corps to the community which would have influenced more parents and lay citizens to become involved.

The Sixth Cycle Teacher Corps program has been a NEW VENTURE giving rise to greater community-school cooperation in the interest of teaching and learning----a new venture that has left the community stimulated and challenged in terms of its role and responsibility in education.

Summary of Intern Participation In Community-Based Programs

Interns, college faculty, local agency personnel responded to a questionnaire to determine intern participation in community programs. The findings are presented in Table VII.

In Table VII, it should be noted that the combined raw scores for "good" and "excellent" were without an exception greater than those in all other categories for each of the eight items except numbers 4 and 5.* Careful examination of these two items which refer to "the use of the community as a laboratory and utilization of community resources" reveals that when the combined ratings of "excellent, good and fair" are taken into consideration 79.5 and 87.4 percent of the interns made use of the community as a laboratory for learning in regard to Items 4 and 5.

From the data presented in each of the items in Table VII it can be concluded that the interns in the Sixth-Cycle Grambling-Ouachita Teacher Corps Program were personable, possessed leadership qualities and were effective in community-based activities. On all items the combined positive ratings which ranged from "good", "fair" to "excellent" represented 78 to 90 percent or more of the total responses.

In conclusion, it is notable that with respect to personal characteristics, leadership qualities, competence in working with community personnel and outcomes or effectiveness of work in the community, the interns in the Sixth-Cycle Grambling-Ouachita Teacher Corps Program received a very high rating from within the intern group, from college faculty and Local Education Agency Personnel (LEA).

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*A sample of the questionnaire may be found in Appendix B--Sample of Evaluation Instruments.

TABLE VII. Intern Participation in Community-Based Programs

ACTIVITIES	RATINGS										Summary:	
	Excellent		Good		Fair		Poor		Don't Know		Good-Exc.	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Personal Characteristics	23	22.4	49	47.6	21	20.4	1	.009	9	.09	72	.70
2. Leadership Qualities	19	18.4	48	46.6	27	26.2	1	.009	8	.07	67	.65
3. Professional Growth	16	15.5	46	44.6	28	27.1	2	.019	10	.10	62	.60
4. Use of Community and Its Resources as a Laborarory	13	12.6	38	36.9	31	30.0	2	.019	19	.18	51	.49
5. Interns Utilizing Community Resources	16	15.5	34	33.1	29	38.8	4	.039	20	.19	50	.47
6. Demonstrated Competence of Interns	25	24.2	41	39.7	22	21.3	1	.009	14	.13	66	.64
7. Outcome of Project	19	18.4	50	47.5	20	19.4	3	.029	11	.10	69	.66
8. Parents Involvement With Interns	25	24.2	26	25.1	30	29.1	5	.048	17	.16	51	.49

SECTION III: Program Summary

GRAMBLING-OUACHITA TEACHER CORPS
PROGRAM: SCORE CARD

Objectives of Teacher Corps

Educational opportunities for children from low income families were increased by the presence of interns in the three target schools, for children throughout the neighborhood through tutoring Programs, and for children throughout the nation as more than twenty-five of the thirty interns completing the program are teaching in low income areas.

Grambling College in cooperation with Ouachita Parish has effected change in the preparation of teachers. A Competency-Based, Individualized, Personalized approach to the preparation of teachers with a combination of theory and practice through "on-site" interdisciplinary seminars and internship in the classroom was initiated. Transition to the regular Elementary Program is taking place.

Objectives of the Grambling-Ouachita Teacher Corps Program:

Summaries of data from questionnaires designed to assess the achievement of the seven Objectives listed on pages two and three of this report appear in Section Two.

Responses--which represent those of interns, college, public school (including the administration) and community personnel--indicate that the objectives were achieved at various levels OF PROFICIENCY.

In regard to all objectives, the favorable responses comprised more than fifty percent of the responses. Analysis of the findings can be found in Section Two--College, School and Community Phases.

Success of Interns

Progress of the Forty one (41) interns admitted to the program was as follows:

- 30 interns or 73 percent received B. S. Degrees certified to teach grades 1-8 with a strength in reading and teaching the disadvantaged.
- four were deselected
- six withdrew
- one deceased

Two of the four deselected returned to the regular program and completed their work along with the regular group of interns.

Two of the six who withdrew returned and are completing their work this year.

Two of the six who withdrew returned to College in their home-town (Jennifer Brooks and Beverly Morehead).

A true record of graduates of the Teacher-Corps inspired group of interns is thirty-four (34) graduates instead of 30 and 82.9 percent instead of 73 percent.

- Of the thirty interns seven are teaching in Ouachita Parish, Monroe; ten were offered jobs. To the best of my knowledge all interns are teaching except an expectant mother, two in graduate school in Colorado and one working in a special program of drama for black children in New York.

Six of the interns graduated with honors. (See brochure "NEW VENTURE", page 6.) One intern earned the highest score on the NTE of all Teacher Education Majors during the 1972-73 year (Sammie Storey--one of the interns in graduate school).

Dissemination

Publicity of the goals and achievement of the program has been through various sources:

- News releases
- Campus paper
- T. V. and Radios
- Articles published in proceedings of State conferences
- Participation on State programs to discuss the program
- Presentations at Faculty Conferences and Divisional Meetings
- Standing Module Development Committee to teach the theory and process to the college faculty.
- Sending modules to the module bank in Houston and sending modules to colleges around the country requesting them.
- Standing committee of Teacher Corps Faculty on "Developing and Refining Teacher Competencies."
- Teacher Corps Brochure--"New Venture".

Institutionalization

Transition to a Competency Based, Individualized, personalized program in Teacher Education is taking place in the professional component. New courses designed for Teacher Corps have been field tested and are being used in effecting a change in Teacher Education at the College. Study groups are continuing to work toward refining competencies for teachers.

New courses have become a part of the regularly scheduled courses in the Department of Elementary Education. See the news release regarding two new courses, Appendix A-8, p. 3.

Behavioral objectives are taught throughout the Department. More clinical laboratory experiences are provided for majors at an earlier point in their program.

Team teaching, differentiated staffing, behavioral objectives and module development are becoming common practices in the LEA Schools.

Involvement and Collaborative Decision Making

Findings show that involvement of various college-school and community personnel was outstanding. Communication among all personnel was evident but not as strong as other features of the program.

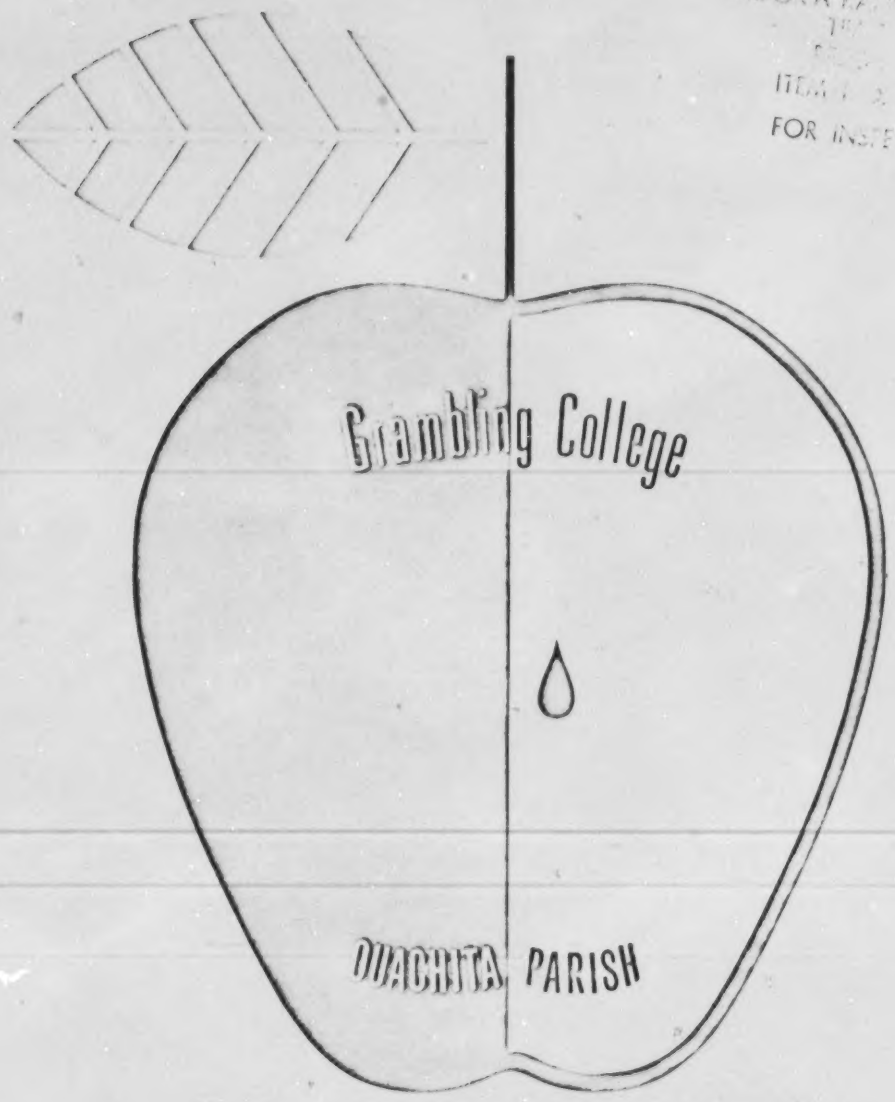
Efforts toward collaborative decision making took place. However, there is need for understanding and acceptance of this process for more effective governance on the part of various role groups.

The fact that more than ten college administrators were involved and/or touched base with the program is further evidence of involvement. There were twelve teachers working with the professional component. Six college professors assisted with instruction in the specialized areas and six conducted special seminars to enable interns to complete deficiencies in general Education. More than fourteen other college professors gave various types of support for the program. Without a doubt Teacher Corps has made an IMPACT on the college LEA school system and community toward improving the program in Teacher Education and better education for children. For these forward strides we are indebted to Teacher Corps-Washington.

NEW VENTURE

LEARNING TEACHING — TEACHING LEARNING

EMPORIA KA... COLLEGE
ITEM # 1105
FOR INSPECTION ONLY.



Division of Education
GRAMBLING COLLEGE
Grambling, Louisiana

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—PREFACE—

Pre-planning for the Grambling-Ouachita 6th Cycle Teacher Corps Program began during 1970. The program was officially launched in May, 1971. This program which ended in May, 1973 is the results of two years of cooperative effort on the part of Grambling College and the Ouachita Parish School system. This report merely spotlights the vast amount of accumulated data on an innovative pre-service Teacher Education program. The report is people oriented. It reflects the interest and efforts of a team consisting of a group of interns, a college faculty, a local education agency staff including principals and teachers, community representatives including parents, and the Louisiana State Department of Education. The material contained herein attempts to show and tell how the program individualized and personalized the objectives of Teacher Corps in an undergraduate teacher education program; how modularized curricula and behavioral objectives were used as the basis for on-site learning experiences; and to some extent it reveals the competencies and strengths of interns engaged in the actual teaching process.

It is hoped that the reader of this report will find herein strong evidence of a successful effort to integrate and coordinate all aspects of the professional education of teachers at the undergraduate level which emphasizes on-the-job training.

Through this medium, the interns, now graduates, express their gratitude for the opportunity to participate in this federally funded program, more specifically to the Department of Health, Education, and Welfare and also to the entire Ouachita Parish School System, and to the dedicated Director, Associate Director, and clinical professors of the Grambling College faculty.

AGENCY INVOLVEMENT

This report is a revelation of the facts which characterize the planning, development, and culmination of a program designed to demonstrate change in the preparation of teachers. The agencies involved in this change are represented below:

GRAMBLING COLLEGE

President R. W. E. Jones
Grambling College

Administration Building

Dean Robert Hunter
Division of Education

Dr. Helen Richards
Director-Teacher Corps

Juanita F. Barnes
Associate Director

Rosena Bowman
Personnel Co-ordinator

Barbara Drakes
Secretary

Adams Hall

Jeanne Allen
Secretary

OUACHITA PARISH

Ouachita Parish School Board Office

Mr. J. O. Lancaster
Superintendent

Mrs. Gloria Camp
LEA Coordinator

Ouachita Parish Media Center

Swayze Elementary School

Shady Grove Elementary School

Robinson Elementary School

Mrs. Rebecca Bose
Community Coordinator

INTERNS—1971

1. Blakes, Linda W.
   Shreveport, LA
2. Boyd, Harry D.
   Shreveport, La.
3. Brooks, Jennifer
   Waterloo, Iowa
4. Brown, Rosie C.
   Shreveport, LA
5. Butler, Marie
   Shreveport, LA
6. Clagstone, Sue
   Palo Alto, Calif.
7. Cloud, Linda
   Greeley, Colorado
8. Cooper, Linda
   Shreveport, LA
9. Dickens, Glenda
   Shreveport, LA
10. Evans, Nancy C.
    West Monroe, LA
11. Farmer, Sandra G.
    Shreveport, LA
12. Gates, Linda
    Shreveport, LA
13. Gordon, Katherine
    Greensburg, LA
14. Green, Luella T.
    Monroe, LA
15. Gregory, Carolyn
    Mohawk, Tenn.
16. Henderson, Peggy
    Shreveport, LA
17. Holland, Deloise
    Shreveport, LA
18. Hutchinson, Annie
    Eros, LA
19. Jefferson, Joseph
    Opelousas, LA
20. Marston, Lucy
    Shreveport, LA
21. McGrew, Barbara
    West Monroe, LA
22. Morehead, Beverly
    West Monroe, LA
23. Morrow, Julia
    Boligee, Alabama
24. Pattern, Sadalia
    Shreveport, LA
25. Peyton, Janice
    Bogalusa, LA
26. Player, Doris
    Benton, LA
27. Powell, James W.
    Idlewild, Mich.
28. Richardson, Lela B.
    Shreveport, LA
29. Ridgell, Earl
    Detroit, Mich.
30. Rogers, Clara
    Tallulah, LA
31. Rogers, Will
    Tallulah, LA
32. Schmitt, Richard
    Louisville, KY
33. Sewell, Brenda M.
    Shreveport, LA
34. Sims, Glynda
    Bogalusa, LA
35. Stanley, Nanette
    Minden, LA
36. Storey, Sammy
    Macon, GA
37. Vermaelen, Danny
    Ruston, LA
38. Ward, Alice Faye
    Monroe, LA
39. Watson, Vincent
    Opelousas, LA
40. Williams, Mary E.
    Monroe, LA.
*41. Harmon, Anthony
    Crowley, LA

*DECEASED

HONOR GRADUATES

1973

Linda Blakes
Shreveport, LA

Marie Butler
Shreveport, LA

Linda Cloud
Greeley, CO

Nancy Evans
West Monroe, LA

Barbara McGrew
West Monroe, LA

Brenda Sewell
Shreveport, LA

Sammy Storey
Macon, GA

TEACHER CORPS GRADUATES WILL MAKE THE NATION'S SCHOOLS BETTER

Each member possesses the personal qualifications for doing so. On the dozen personal items listed below, interns were rated many times by the team, which included: program director, associate director, LEA Coordinator, principals, team leaders, supervising teachers from Grambling College, and cooperating teachers within each school.

1.	Appearance				
2.	Emotional stability				
3.	Written communication				
4.	Oral communication				
5.	Enthusiasm				
6.	Dependability				
7.	Cooperation				
8.	General Health				
9.	Attitude				
10.	Initiative				
11.	Creativity				
12.	Mannerisms				

Special attention is called to the fact that the personal quality receiving the highest rating among 30 interns is "Attitude". The item receiving the next highest rating is "enthusiasm". The others fall in the following order:

3rd—Appearance

4th—Emotional stability

5th—Oral communications

6th—Initiative

7th—Written communications

8th—Cooperation

9th—Creativity

10th—Dependability

11th—Mannerisms

Last—General health

On the same personal items, interns rated themselves. The ratings are shown below:

Highest–Enthusiasm
Tie–2nd, 3rd, & 4th–Initiative, cooperation, and appearance
5th–creativity
Tie–6th and 7th–General health and attitude
8th–Dependability
9th–Written communications
Tie–10th & 11th–Emotional stability and oral communications
Last–Mannerisms

Summary Of Findings

From the data in the tables before will be noted an appreciable measure of agreement on two items: "Enthusiasm" and "Appearance". Interns give themselves their highest rating on the personal quality, "Enthusiasm", and the other rating team placed this item second on the list. Both teams were likewise together in their evaluation of the personal quality "Mannerisms." It appears as number 12 on interns' list and as number 11 on the other list.

Enthusiasm and appearance as personal qualities on which the agreement is significantly close on the part of both rating teams may appear irrelevant to some, but to others these qualities are among those that represent the dynamo in the art of teaching.

Interns rated themselves number 6 in reference to "Attitude", and the other team placed this item as number 1 on their list. It may be noted that the obvious difference in the opinion of the rating teams is wholesome. Obviously, interns have not indicated through their behavior a negative attitude toward teaching.

A sharp difference in opinion on the item, "General Health" also appears in the ratings. Intern ratings place this item in the 7th spot on the scale while the other rating team places it at the bottom of the list.

Where the sharp difference in ratings occur, this could be a reflection of experiences and/or values. The mature educator rates such items as "Initiative" 6th place as compared to 2nd place, "Creativity" 9th as compared to 5th and "Cooperation" 8th as compared to 3rd in terms of the interns' potential and effort. The intern often feels that he has reached his maximum when he has merely satisfied minimum requirements.

The experienced rating team placed the interns 10th on the scale in reference to "Dependability." The interns themselves seem to recognize this weakness. This item is in the 8th place on their scale.

This rating also shows that the experienced team rated interns higher than they did themselves on three other significant items, namely: "Emotional stability", "Oral communication" and Written communication." This is favorable in terms of their recognition for growth and development.

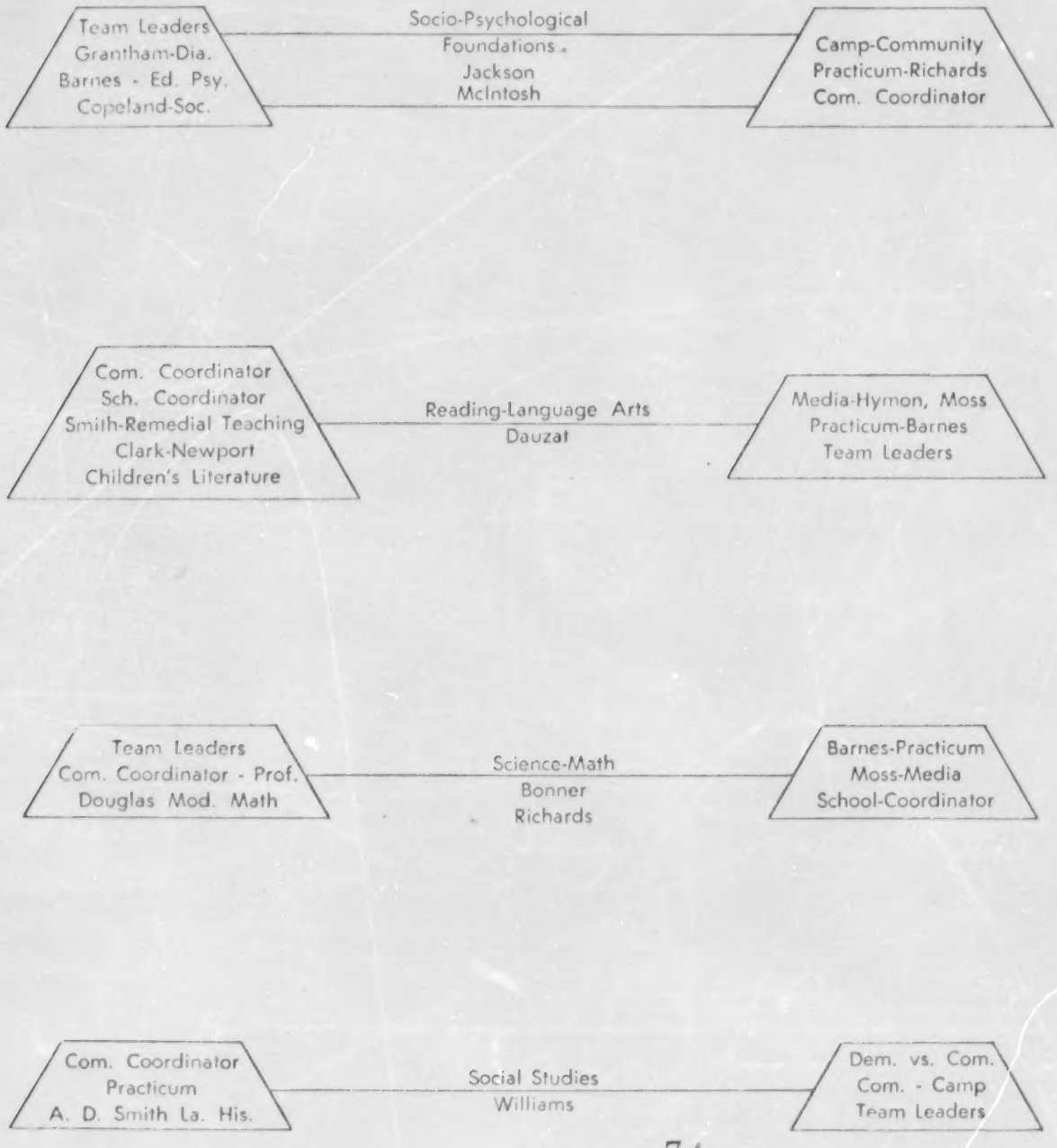
Only superior and above average items were used in tabulating the ratings. Therefore both teams of evaluators, by their ratings, seem to say that the interns posess above average personal qualities.

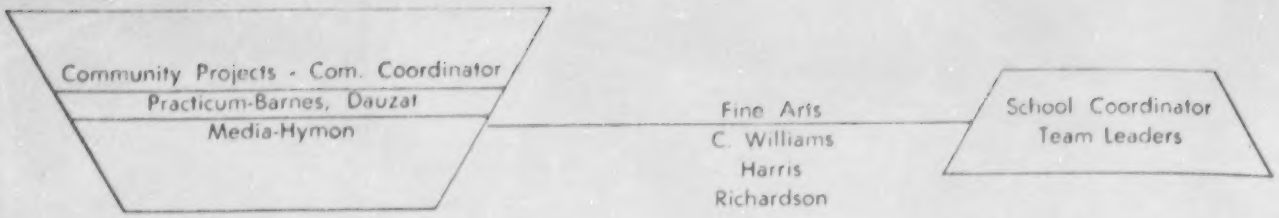
CLASSROOM PROCEDURES

I. Team Planning and Team Teaching

Team planning is essential to the Teacher Corps philosophy. A Grambling College team mobilized early to set the stage for revitalizing its program for the education of teachers. This college-based team conceptualized roles, functions, and an innovative educational program that formed the core of experiences around which modules, team leader training, and inservice education be utilized to introduce the Teacher Corps philosophy.

Subsequently instructional teams, consisting of the LEA coordinator, the community coordinator, the Team Leaders, and facilitating college professors became the torch bearers of the Teacher Corps program which evolved and was cooperatively executed. The college-based teams that studied, planned, and experimented with modularizing the traditional curriculum offerings are shown below:





A training process, as it were, provided the appropriate know-how for Team Leaders to function similarly on-site. Membership on teams then expanded to include additional persons: interns, regular teachers, and principals. As the months became years, the strength of the teams' deliberations in reference to inevitable problems and issues was in clear evidence.

One of the desired competencies was team teaching. The reader of this report may be able to perceive the provision made for team teaching in charts above, and perhaps better in the on-site experiences recaptured by the photographs.

Team Planning—Swayze

Team Planning—Robinson

Team Planning—Shady Grove

Team Planning—Interns

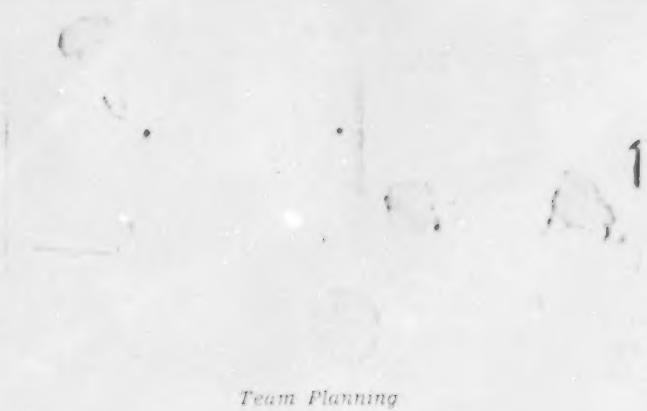
Team Planning—Interns

Team Planning—
Director, Team Leaders, College Professor

Team Teaching

Team Teaching

Team Planning



Team Planning

Team Teaching

Team Teaching

Team Teaching

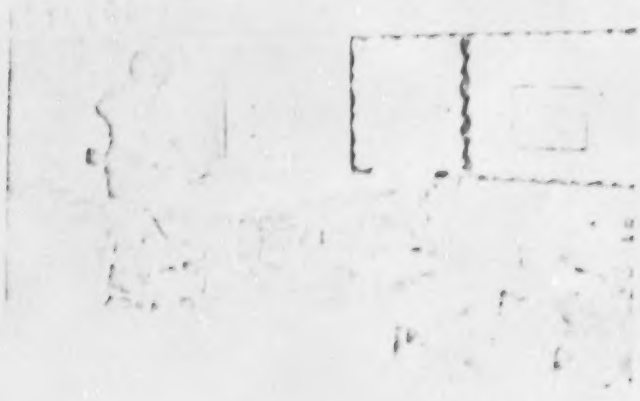
CLASSROOM PROCEDURES

II. a. Individualized Instruction
b. Small Group Instruction
c. Intern Involvement

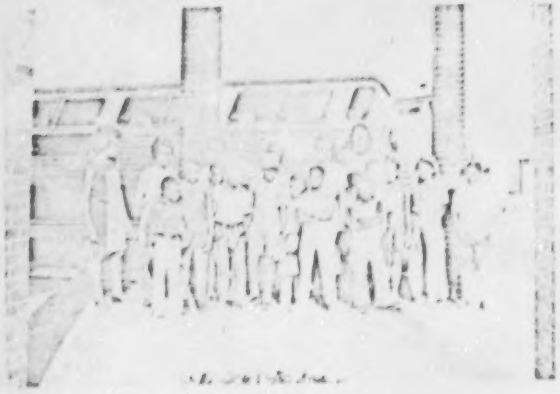
Recognizing that the basic goals of the Teacher Corps program would ultimately be determined by the quality of performance in an elementary classroom, each intern assumed various roles and responsibilities, including individualized, small and large group, or class instruction. To a great extent this report shows classrooms which are living laboratories for testing new knowledge and skills gained in college classrooms and/or concurrent on-site seminars conducted by college professors. Although there is a joint responsibility for providing interns the essential training in the theory and practice of team teaching and individualized instruction, Grambling College assumed major responsibilities for introducing, testing, and implementing new knowledge and skills for teaching in which behavioral objectives are to be clearly understood.

Tracing the classroom activities of interns from the beginning to the end of the program reveals a design of total involvement. To illustrate, each intern has moved step-by-step from individual or small group instruction to full responsibility for teaching an entire class. Moreover, every intern has been involved in numerous out-of-class activities serving as tour guides, aides and group leaders for social and civic concerns.

Individualized or Small Group Instruction



Out-of-Class Activities

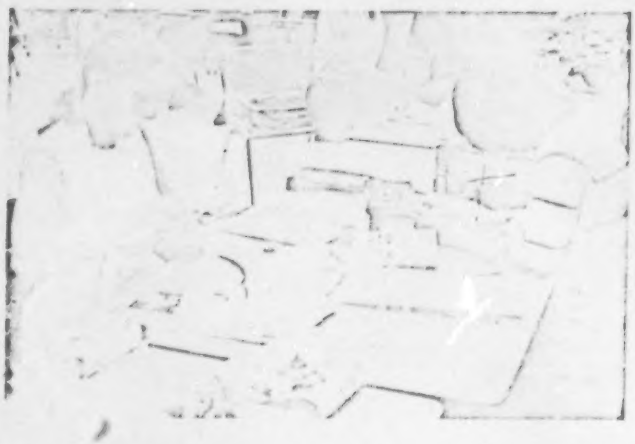


CLASSROOM PROCEDURES

III. Competency - Based—

Competency - based education was the base from which the 6th Cycle Grambling-Ouachita was launched. All members of the team studied, experimented with, and executed a competency-based approach, the initial competencies being projected by the local education agency. This step was taken to safeguard the learners —both the interns and the pupils. For example, during the first year a majority of the interns had developed sufficient competencies in the fine arts component, with the use of media, physical education, and recreation, to work as a contributing member of the teacher-intern team.

What the reader observes below are college based pre-service activities required for smooth transition to the school system.



Teaching Learning—And Learning Teaching

Intern Participation in Community-Based Activities

Interns were asked to react to the stimulus statement: "Monroe and/or Ouachita Parish rate among five other communities I would choose for living and teaching".

Sixty-eight percent of the responses to this projective technique show that interns rate the city of Monroe and Ouachita Parish first. Some reasons given for this favorable rating we quoted below:

Because this is my home. I like most things about it. I particularly enjoy working with the children here.

I think that Monroe is a nice city to live in. I am not too familiar with all of the schools in Ouachita Parish but the one that I work at as an intern is a very good school to work for.

The people are beautiful in their relationship to me. It is a comfortable, well adjusted, and pleasant place to be.

Since I've never taught in any other school system, it's hard to rate Ouachita Parish. However, Shady Grove school is a very delightful place to teach.

Because I have lived here all of my life, I would have to rate them first. My interest lies in this area.

Because I have found a place for myself in the educational system of the two. I feel that I could live and work successfully in the area.

Because it gave me my foundation for teaching.

I would rate Monroe and Ouachita Parish high because the atmosphere and cooperation in the city is great.

I would rate it high because there are nice neighborhoods, beautiful (best I've seen) recreation areas, the people are too friendly.

Because I live in Monroe. I am familiar with both school systems as well as the students in the Richwood area.

I would like to live and/or teach in Monroe. I would want to live and work here because I am already familiar with the communities in and around the city.

Twenty-one percent of the responses were negative as revealed through statements quoted below:

Because I do not adapt well to a conservative community and feel I would do better in a more liberal one.

Low, because few people believe in changing the educational process.

When I first arrived in Monroe I was treated as a misfit and from then on I had to struggle to survive. I have lived in Monroe 2 years and it has not changed yet.

Well, I tell you like this, I don't want a job from Ouachita Parish at any time. I wouldn't make Monroe my home to live the rest of my life. I don't really like Monroe. The people are too noisy.

The reason I rated it last is that the school where I work has given me a bad impression of the parish and Monroe.

Living in Monroe is synonymous to living in Newton, Kansas.

Because where I teach will depend upon where my husband gets a job, and he has two other places in mind.

The other places, I would gamble on. My exposure and experiences in Monroe and Ouachita Parish Personnel, I hope, are not a composite picture of the whole area.

10.2% of the responses fell between points 2 and 3 on the rating scale, giving the impression of indecision, or limiting circumstances of some type of other as revealed in the following quotations.

Because of its size and economic locale, Monroe would have to rank 3rd.

I would like to be a little closer home.

I feel that the materials and resources in Ouachita Parish are very good but I have seen a system that runs much better.

Fair because I have encounted quite a few problems since I have been here.

The other places that I have considered pay more and offer more opportunities for women to advance.

I believe that the other school systems would be more receptive of new ideas and techniques that I could offer.

Only two interns failed to react to the stimulus question. One gets a favorable view of the rating because reasons for Monroe and/or Ouachita Parish ranking high as a place to live and teach are spelled out in terms of projected outcomes of the Teacher Corps program, that is, (1) acceptance of the challenge to work with the disadvantaged, and (2) involvement in the affairs of the community.

Most Satisfying Moments—

Utilization of Human and Material Resources

—During a Health Class, one of the Monroe Police Officers came as a resource person. Students became so interested in the way he involved them in the problems police must face that his visit led to activities which kept the class interested and engaged in meaningful activities for weeks.

—Working with six slow learners, I used special phonic workbooks, cassette tapes, and special readers to motivate non-readers, but most of all my own patience and understanding. Non-readers, after several weeks, became readers. I am very satisfied with my performance with this group.

—We were studying the different languages spoken in our country. We invited a parent, a native of Germany, to serve as resource person. This is the best thing that could have been done to help these young children understand and accept cultural differences, and it was also good for the parent.

—Representatives from the Monroe Fire Department visited our school and gave the students good tips on fire prevention.

—Planning for my unit, that is, gathering the materials, viewing films, and creating teaching aids are the highlights of an enjoyable interneship.

—To get better acquainted with community resources such as Public Health Nurses, Policemen, Bus Drivers, we invited them to the classroom. Then we took an enjoyable tour on a city bus through the city of Monroe.

—A trip to a dairy with a group of sixth graders was both enjoyable and informative.

—When we were studying the continent of Europe, specifically France, I was able to get a resource person from Paris, France. I also utilized materials I had collected myself in my travels through Europe.

—Familiarity with the bountiful materials available to the teacher in Ouachita Parish gave me a feeling of security and satisfaction in the classroom.

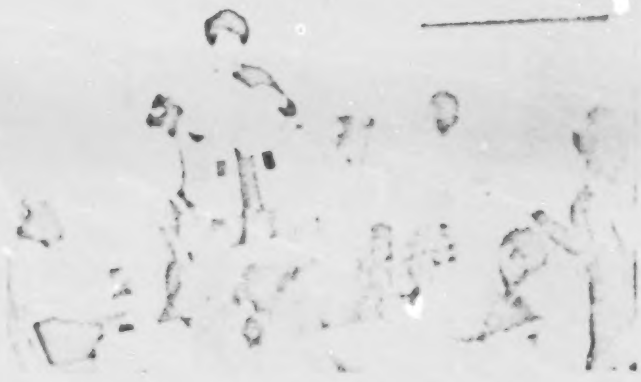
—A student voluntarily said this to me one day. "I really understand my arithmetic because you use many different materials and illustrations to teach it to me.

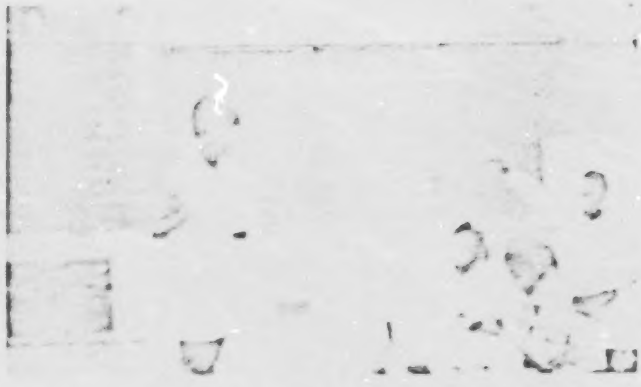
—Everybody in the school to which I was assigned made teaching an enjoyable experience.

—A child learned what I had hoped he would learn. This was a satisfying experience.

—A policeman encouraged a number of boys to join the Community Boys Club. The boys needed to be active in the type of activities sponsored by the Club.

Scenes-On-Site





Good Now—Good Tomorrow

The 6th Cycle Teacher Corps has been good for Grambling College. The faculty was asked to complete the stimulus statement: If an Eighth Cycle Teacher Corps program is funded for Grambling-Ouachita-Morehouse parish, this would provide

The responses were varied and full of challenge. When tabulated interns of per cent of total, only 3% of the responses revealed apathy and indifference. One response read: "I couldn't care less about participating in another Teacher Corps program—too many decisions to make, too much work involved in keeping abreast of new developments in teacher education. Another response indicated that the professor would decline participation in another program because his talents were wasted in the effort to follow a performance-based curriculum in his field. One professor simply wrote: "Team teaching turns me off."

By the time all responses were tabulated, 95% of the responses spoke favorably of the 6th Cycle Teacher Corps program. A majority of the responses were both evaluative and projective. Recorded below are revealing excerpts.

—Using the target schools in Ouachita Parish as the source of data on teaching the disadvantaged has revitalized the Division of Education at Grambling College.

—Team planning and team teaching encourage needed research in teacher education which is getting underway at Grambling College.

—Changes in classroom laboratory sites are refreshing; students in my campus-based courses profit by my experiences in the field with the Teacher Corps program. The program should never end.

—To begin with I was highly critical of the emphasis placed on behavorial objectives, but scholarly investigation and experimentation have convinced me of the superior teaching effectiveness possible through better use of behavorial objectives.

—While conceding that the tri-pod collaborative decision-making process in the Teacher Corps program is potentially full of tension, Grambling and Ouachita have weathered the storm. Any person involved in the planning and operation of this Teacher Corps comes out a thoughtful and cooperative group member.

—Count me in on the 8th Cycle to serve in any way I can.

—Must be a good program if one more local Education Agency wants to join up.

—The Teacher Corps is like a monitor for the Division of Education. The usual uncertainty of institutionalizing innovations is gradually being eliminated. Teacher Corps is good for Grambling College.

Interns Made The News —One Sample

NLU Tour

Enjoying a trip to the Northeast Louisiana University Dental Health School recently were members of Mrs. Bettye Carter's third grade class at Shady Grove School. The school technicians gave the group an inside view of the steps taken to insure healthy dental care, while some of the students participated in a mock dental checkup. Others accompanying the group included James Powell, a member of the Teacher Corps; Ken Lindsay, principal; and Mrs. O. Auzenne, Grambling College supervisor.

Expertise

The nature and limitation of the scope of this particular report allows little more than the inclusion herein of identifying data on the administrators and staff of Grambling College, of the Ouachita Parish School System and on the visiting consultants who made significant contributions to the ultimate success of the interns now ready to accept teaching positions. The prediction is that this new group of teachers will perform expertly in any of the nation's elementary schools, but particularly in schools where there is a concentration of deprived learners, academically, socially, emotionally and economically.

Recognizing from the beginning the purpose and design of Teacher Corps as being that of (1) motivating and creating a fruitful relationship with each intern; (2) implementing a modularized curriculum; (3) emphasizing behavorial objectives for intern learning experiences as well as (4) intern participation in community activities, this 6th cycle program proceeded accordingly. Administrators, staff and consultants accepted the challenge and performed expertly the tasks that had to be done. No attempt is made here to describe how clearly they grasped and how well they executed an innovative program for the education of teachers.

A very large number of people from all walks of life helped to make this program a successful one.

Developing Faculty Expertise Initial Meeting May 24, 1971

Dedication

This report is dedicated to a very large number of people who helped to make this program a successful one. What follows is the identity of some of the people with major responsibilities.

J. O. Lancaster
Supt. of Schools

R. W. E. Jones
President of College

R. W. Hunter
Charles A. Berry
Deans—Division of Education

Helen L. Richards
Program Director

Juanita Barnes
Associate Director

Gloria Camp
LEA Coordinator

Grambling College
Professors

A. D. Smith
Anita Auzenne
Earl Harris
Catherine Williams
Thomas Richardson
Juanita Barnes
Mary Hymon

Grambling College
Professors

Jo Ann Dauzat
Alice B. Smith
Kara V. Jackson
Sara Williams
Frank Bonner
Helen L. Richards
Curtis Mustiful
Roy B. Moss

E R A T T A

PRINCIPALS, TEAM LEADERS, INTERNS, REGULAR TEACHERS

TEAM LEADERS AND INTERNS

ROBINSON***
ELEMENTARY SCHOOL

MRS. RUTH FRANK

Rosie Brown
Sue Clagstone
Janice Peyton
Glynda Sims

MR. THEODORE BROWN

Linda Cloud
Luella Green
Earl Ridgell
Sammy Storey

MRS. DARLENE WATSON

Deloise Holland
Doris Player
Brenda Sewell
Linda Tate

MRS. ERMA TAYLOR

Linda Blakes
Julia Morrow
Alice Ward Shears
Danny Vermaelen

SHADY GROVE*
ELEMENTARY SCHOOL

MRS. JEANNETTE RAMSEY

Nancy Evans
Katherine Gordon
Annie Hutchinson
Lucy Marston

MRS. BETTYE CARTER

Carolyn Gregory
Barbara McGrew
James Powell
Lela B. Richardson

SWAYZE**
ELEMENTARY SCHOOL

MRS. E. GRACE JONES

Marie Butler
Sadalia Patterson
Mary Williams

MRS. EVELYN BRICE

Glenda Dickens
Sandra Farmer
Clara Rogers

REGULAR TEACHERS

ROBINSON
ELEMENTARY SCHOOL

Miss Broadway
Mrs. Chisley
Mrs. Cox
Mrs. Finley
Mrs. Hicks
Mrs. Johnson
Mrs. Knezel
Miss Moore
Mrs. Ngar
Mrs. Schutz
Mrs. Slack

SHADY GROVE
ELEMENTARY SCHOOL

Mrs. Brooks
Mrs. Crooks
Mrs. Davis
Mrs. Frazier
Mrs. Ramsey
Mrs. Roberts

SWAYZE
ELEMENTARY SCHOOL

Mrs. Dunnings
Mr. Gardner
Mrs. Harris
Mrs. Riser

PRINCIPALS

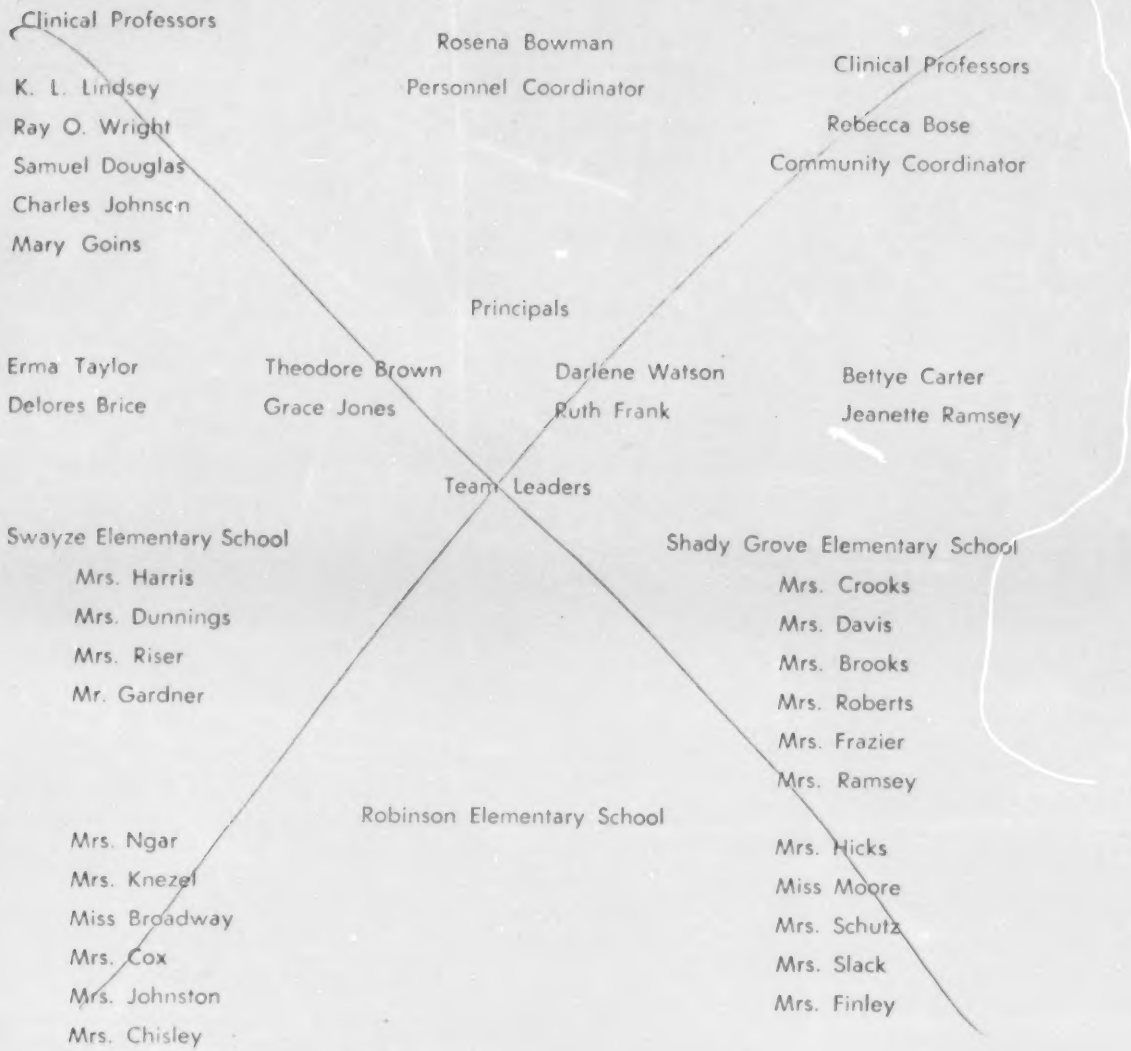
*Mr. K. L. Lindsay

**Mr. Ray O. Wright - 1971-72
Mr. Charles Johnson - 1972-73 - New

***Mrs. Mary Goins
Mr. Samuel Douglas - 1972-73 - New

COMMUNITY COORDINATOR

Mrs. Rebecca Bose



Because this program was designed so carefully to achieve expertise with behavorial objectives, team teaching and differentiated staffing, the services of visiting consultants from the University of Houston, Texas Southern University, and the University of Texas serviced the program while it was in progress.

Jean York Howard Jones Will Weber

Additionally, consultants came from the National Office and other projects which had previously demonstrated successful Teacher Corps practices. They served by helping the Grambling-Ouachita Teacher Corps with planning and achieving the objectives of the 6th cycle program.

Finchum Reed

Jorjensen

Morman

And finally, never to be underestimated is the professional growth of the GOTCP team, gained through national conference participation, local study groups, extensive reading, and clinical on-the-job performance.

Section IV: APPENDIX

INTERNS

GRAMBLING - OUACHITA TEACHER CORPS

HOME ADDRESS	LEA ADDRESS
Blakes, Linda W. 1500 Milam Street Shreveport, La. 71103	Blakes, Linda W. 4214 Owl Street Monroe, La. 71201 Mr. Jesse Staten Ph. 322-6387
Boyd, Harry D. * 6956 Nevada Avenue Shreveport, La. 71109	Boyd, Harry D. 6956 Nevada Avenue Shreveport, La. 71109
Brooks, Jennifer * 1127 Newton St. Waterlog, La.	Brooks, Jennifer 104 S. College Avenue Monroe, La. 71201 Marie Barlow
Butler, Marie 4108 Miles St. Shreveport, La. 71109	Butler, Marie 1107 McGhee St. Monroe, La. 71201 Earl Thomas
Clagstone, Sue 1240 Cedar St. Palo Alto, Calif. 94306	Clagstone, Sue 3906½ Whites Ferry Rd. West Monroe, La. 71291 Mr. James Patrick
Cloud, Linda 2114 9th Avenue Greeley, Co. 80631	Cloud, Linda 5103 Blanks St. Apt. # 10 Monroe, La.
Cooper, Linda Marie * 1532 Fair Place Shreveport, La. 71103	Cooper, Linda Marie 5300 Berg Jones Lane Monroe, La. 71201 Mr. & Mrs. James Lyons Ph. 323-5854

* WITHDREW

Dickens, Glenda 1654 Viking Dr. Shreveport, La. 71101	Dickens, Glenda 901 Burrough Monroe, La. 71201 Mrs. Hope Doyle
Evans, Nancy C. 402 Register West Monroe, La. 71291	Evans, Nancy C. 402 Register West Monroe, La. 71291
Farmer, Sandra Gail 719 March St. Shreveport, La. 71101	Farmer, Sandra Gail 509 Wilson St. Monroe, La. 71201 Mrs. P. Brown Ph. 323-3979
Gates, Linda Fay 1430 Looney Shreveport, La. 71103	Gates, Linda Fay 1413 Dilling Monroe, La. Mrs. Lula B. Scott
Gordon, Katherine Rt. 2, Box 23 Greensburg, La. 70441	Gordon, Katherine 407 Morton St. Monroe, La. Mr. & Mrs. Washington Ph. 322-7020
Green, Luella T. 1601 Burroughs Monroe, La.	Green, Luella T. 1601 Burroughs St. Monroe, La. 71201 Ph. 323-8129
Gregory, Carolyn Rt. 2, Box 220 Mohawk, TN 37810	Gregory, Carolyn 5602 DeSiard St. Monroe, La. 71201
Harmon, Anthony ** Rhone Village Crowley, La. 70526	Harmon, Anthony Rhone Village (71) Crowley, La. 70526
Henderson, Peggy * 611 West 63rd St. Shreveport, La. 71106	Henderson, Peggy 1413 Dilling St. Monroe, La. 71201 Mrs. Scott Ph. 323-3979
Holland, Deloise 2106 Stagan St. Shreveport, La. 71106	Holland, Deloise 5103 Berg Jones Lane Monroe, La. Mrs. Johnny Smith Ph. 323-7628

** Deceased

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Eros, La.

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Eros, La. 71238
Ph. 396-2636

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2211 Burg Jones Lane
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2752 Willis Dr.
Shreveport, La. 71107

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5103 Berg Jones Lane
Monroe, La.
Mrs. Johnny Smith
Ph. 323-7268

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West Monroe, La.

McGrew, Barbara
Rt. 2, Box 222-D
West Monroe, La.

Morehead, Beverly*
Rt. 2, Box 205
West Monroe, La.

Morehead, Beverly
Rt. 2, Box 205
West Monroe, La.

Morrow, Julia S.
Rt. 2, Box 148
Boligee, Ala.

Morrow, Julia S.
1409 Dilling St.
Monroe, La.
Mrs. Velma Love
Ph. 323-6412

Patterson, Sadalia
2711 Stonewall
Shreveport, La. 71101

Patterson, Sadalia
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Shreveport, La. 71101

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1911 North Avenue
Bogalusa, La. 70427

Peyton, Janice
407 Horton St.
Monroe, La. 71201
Mr. & Mrs. Washington
Ph. 322-7020

Player, Doris
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Benton, La. 71106

Player, Doris
2511 South 6th St.
Monroe, La.
Mr. & Mrs. Tom Staten
Ph. 325-8574

Powell, James W.
Box 75
Idlewild, MI 49217

Powell, James W.
2008 Berg Jones Lane
Monroe, La.
Mrs. Breard

*Withdrew

***Deselected

Richardson, Lela B. 2032 Linear Dr. Shreveport, La. 71107	Richardson, Lela B. 1413 Dilling St. Monroe, La. Mrs. Lula Scott
Ridgell, Earl 1770 Ethel Detroit, MI 48217	Ridgell, Earl 2504 Berg Jones Lane Monroe, La. Mrs. Evelyn Brice Ph. 323-0303
Rogers, Clara 804 Washington Tallulah, La. 71282	Rogers, Clara 2406 Renwick Monroe, La.
Rogers, Will*** 804 Washington Tallulah, La. 71282	Rogers, Will 2406 Renwick Monroe, La.
Schmitt, Richard*** 2916 Abigale Dr. Louisville, KY 40205	Schmitt, Richard 301 Columbia Monroe, La. Mr. Kenneth Harrison
Sewell, Brenda 1937 Garden St. Shreveport, La. 71101	Sewell, Brenda M. 700 Arkansas Monroe, La. Mrs. Sally Peptone
Sims, Glynda 148 East 7th St. Bogalusa, La. 70427	Sims, Glynda 2604 Coolidge St. Monroe, La. Ph. 325-3118 Mr. & Mrs. John Ward
Stanley, Nanette* 707 Brooks St. Minden, La. 71055	Stanley, Nanette 901 Burroughs Monroe, La. Mrs. Hope Doyle
Storey, Sammy 3104 Sharon Dr. Macon, GA 31204	Storey, Sammy 314 Alburn Monroe, La. Carol Ervin
Vermaelen, Danny Lot #10 Lay Trailer Pk Ruston, La. 71270	Vermaelen, Danny Lot 9 Hwy 165 Trailer Pk Monroe, La.

Ward, Alice Faye
2604 Coolidge St.
Monroe, La.

Watson, Vincent ***
1232 Ina Clair
Opelousas, La. 70570

Williams, Mary E.
3604 Barlow St.
Monroe, La. 71201

Ward, Alice Faye
130 Powell's Alley Apt. 1
Monroe, La.
Ph. 325-3118

Watson, Vincent
2504 Burg Jones Lane
Monroe, La.
Mrs. Evelyn Brice

Williams, Mary E.
3604 Darlow St.
Monroe, La. 71201
Ph. 387-6758

TARGET SCHOOLS AND LEA PERSONNEL

SCHOOL ADDRESS	PRINCIPALS	TEAM LEADERS
Robinson Elementary P. O. Box 1165 Monroe, La. 71201 Ph. 325-0934	Mrs. Mary F. Goins	Mrs. Alice E. Brice 2504 Burg Jones Road Monroe, La. 71201 Mr. Theodore Brown, Jr. 2114 Weaver Circle Monroe, La. 71201 Mrs. Ruth R. Frank 1410 Elizabeth West Monroe, La. 71291 Mrs. Erma A. Taylor Rt. 2 Box 93 Monroe, La. 71201 Miss Darlene M. Williams 1505 Dilling Street Monroe, La. 71201
Shady Grove Elementary Rt. 1 Box 480 Monroe, La. 71201 Ph. 322-3411	Mr. K. L. Lindsay	Mrs. Bettye H. Carter 1609 Burroughs Monroe, La. 71201 Mrs. Jeanette M. Ramsey Box 12 Swartz, La. 71281
Swayze Elementary P. O. Box 38 Monroe, La. 71201	Mr. Ray O. Wright	Mrs. Eleanor G. Jones 1401 Ridge Drive West Monroe, La. 71291

Mrs. Rebecca Bose, Community Coordinator
2111 South Sixth Street
Monroe, La. 71201
Telephone: (318) 323-0803

Mr. Earl Ridgell, Intern Liaison Representative
2504 Burg Jones Lane
Monroe, La. 71201
Telephone: (318) 323-0803

Mr. J. O. Lancaster, Superintendent
Ouachita Parish Schools
P. O. #1642
Monroe, La. 71201

Mrs. Gloria Camp, LEA Coordinator
Ouachita Parish Media Center
701 St. John Street
Monroe, La. 71201

COMPOSITION OF TEAMS IN TARGET SCHOOLS

ROBINSON

Taylor, Irma

Linda Blakes
Julia Morrow
Danny Vermaelen
Alice F. Ward
Vincent Watson**

Frank, Ruth

Rosie Brown
Sue Clagstone
Janice Peyton
Will Rogers**
Glenda Sims

Brown, Theodore

Linda Cloud
Linda Gates
Luella Green
Nanette Stanley****
Sammy Storey

Williams, Darlene

Deloise Holland
Beverly Morehead***
Doris Player
Brenda Sewell

SHADY GROVE

Ramsey, Jeanette

Linda Cooper****
Nancy Evans
Katherine Gordon
Annie Hutchinson

Carter, Bettye

Carolyn Gregory
Lucy Marston
Barbara McGrew
James Powell
Lela Richardson

SWAYZE

Jones, Eleanor G.

Marie Butler
Peggy Henderson****
Sadalia Patterson
Richard Schmitt
Mary Williams

Brice, Evelyn

Jennifer Brooks***
Glenda Dickens
Sandra Farmer
Joseph Jefferson**
Clara Rogers

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*Deselected the first semester of the first Inservice year.

**Deselected end of first Inservice year. Watson and Rogers reentered regular program; graduated May, 1973. Watson is teaching in Michigan; Rogers in Tennessee.

***Withdrew (end of first semester, first Inservice year--personal reasons).

****Withdrew during second summer (personal reasons). Stanley withdrew Spring of first Inservice year. Cooper and Henderson reentered and are graduating from the regular program (Cooper - honor graduate, December, 1973, Henderson - May, 1974).

CERTIFICATE OF RECOGNITION

AWARDED TO

_____

For Attending

GRAMBLING OUACHITA TEACHER CORPS MINI - SCHOOL

June 21st to July 22nd, 1971

_____
Teacher

_____
Teacher

Principal, Laboratory Elem. School

Director – Teacher Corps.

R.W. Hunter, Dean Division of Education

A-4

UNIVERSITY INSTRUCTIONAL PROGRAM
ON SITE INTERDISCIPLINARY SEMINARS

Socio-Psychological Foundations

Kara V. Jackson

Copeland - Practicum
Barnes - Intro. to Ed.
Barnes - Ed. Psy.
Richards - Child Psy.
Grantham - Diagnosis

Reading - Language Arts

Dauzat

Barnes and Staff - Practicum
Smith - Remedial Reading
Newport - Reading
Dauzat - Reading

Fine Arts

C. Williams

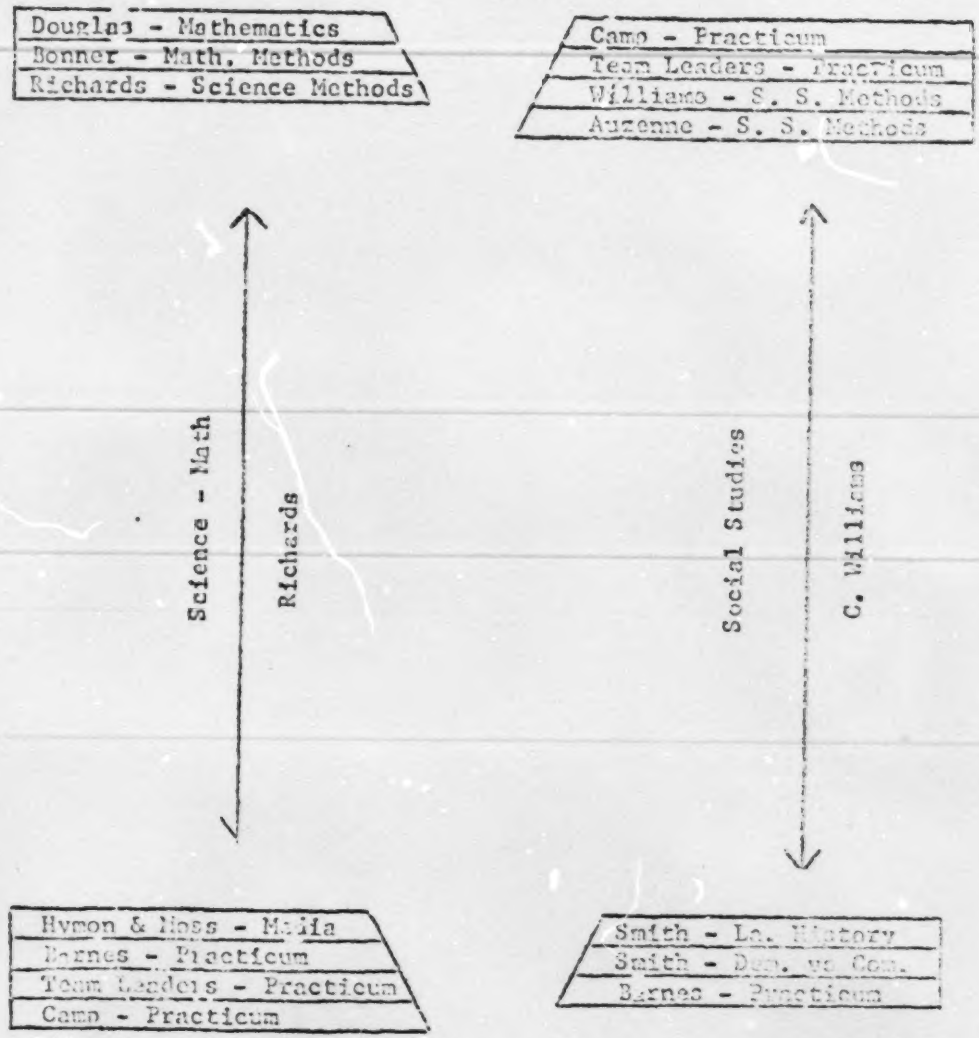
Team Leaders - Practicum
Hymon & Moss - Media
Williams - Phys. Ed.

Copeland - Social Problems
Jackson - Inter-group Relations
Rose - Community Relations
Camp - School Relations
Principals & Team Leaders

Barnes - Reading for Disad.
Clark - Children' Lit
Dauzat and Staff - Practicum
Team Leaders - Practicum
Camp - Practicum
Moss & Hymon - Media

Richardson - Art
Harris - Music
Barnes and Staff - Practicum

A-5


Douglas - Mathematics
Bonner - Math. Methods
Richards - Science Methods
Camp - Practicum
Team Leaders - Practicum
Williams - S. S. Methods
Auzenne - S. S. Methods
Science - Math
Richards
Social Studies
C. Williams
Hymon & Moss - Media
Barnes - Practicum
Team Leaders - Practicum
Camp - Practicum
Smith - La. History
Smith - Dem. vs Com.
Barnes - Practicum

SEQUENCE OF SPECIAL REQUIREMENTS FOR TEACHER CORPS

	1st Summer	1st Semester	2nd Semester	2nd Summer	1st Semester	2nd Semester
Ed. 300 - Educational Psychology	1 hr.	1 hr.	1 hr.			
Ed. 303 - Reading in Elem. School	1 hr.	1 hr.	1 hr.			
Ed. 205 - Educational Media	1 hr.	1 hr.	1 hr.			
Ed. 304 - Children's Literature	1 hr.	1 hr.	1 hr.			
Ed. 324 - Practicum	2 hrs.	1 hr.	1 hr.		1 hr.	
Ed. 328 - Diagnosing Learning Difficulties	1 hr.	1 hr.	1 hr.			
Ed. 327 - Socio-Psychological Problems	1 hr.	1 hr.	1 hr.			
Ed. 409 - Guidance & Intergroup Relations	1 hr.	1 hr.	1 hr.			
Ed. 321 - Music in Elem. School		2 hrs.	1 hr.			
Ed. 300 - Method & Materials in P. E.		2 hrs.			2 hrs.	
Ed. 305 - Seminar-Lang. Arts.- Soc. Studies		2 hrs.	2 hrs.			
Ed. 326 - Reading For Disadvantaged			1 hr.	1 hr.	1 hr.	
Ed. 317 - Reading Diagnoses & Remedial Teaching			1 hr.		2 hrs.	
Math 313- Modern Mathematics				3 hrs.		
Ed. 305 - Seminar - Science - Math				2 hrs.	2 hrs.	
Hist.322 - Louisiana History				3 hrs.		
Soc. Sc. 400 - Democracy vs Communism				1 hr.		
Art. 309 - Art for Elem. Teacher					3 hrs.	
Ed. 404 - Internship (Student Teaching)						9 hrs
TOTAL	9 hrs.	14 hrs.	13 hrs.	10 hrs.	12 hrs.	9 hrs.

TEAM TEACHING

Team teaching was implemented to some degree in each of the three Teacher Corps schools. One handicapping factor was the available physical facilities. Each school had only one room, the cafetorium, which was adequate for accomodation large number of children. In addition, little space was available for conferences and for teachers' work areas.

The three Teacher Corps school zones was adjacent to each other. Children in the Swayze School district came primarily from low income families while family incomes in the Robinson and Shady Grove communities ranged from low to low middle.

In general, most children in all three schools tested below grade level at the beginning of the program year. Cross grade grouping and a reduction in teacher-pupil ratio due to interns facilitated individual student progress.

The team models for the various schools are indicated below:

Robinson Team A
128 children
TL + 4 RT + 4 In + 2P (Paraprofessionals)
(supplemented part-time by one remedial reading teacher, one librarian, one student aid, one music teacher and one reading-math coordinator)

Robinson Team C
105-115 children
TL + 3 RT + 5 In + 2 P
(supplemented part time by one remedial reading teacher, one librarian, one student aid, one music teacher and one reading-math coordinator)

Robinson Team C
105-115 children
TL + 3 RT + 5 In + 1 P
(supplemented part-time by one music teacher, one student aid, one librarian, one remedial teacher, and one reading-math coordinator).

Robinson Team C
128 children
TL + 3 RT + 5 In
(supplemented part-time by one music teacher, one librarian, one remedial reading teacher, one student aid, and one reading-math coordinator)

Shady Grove Team A
120 children
TL + 4 RT + 5 In + 1 P
(supplemented by one reading-math coordinator, one librarian, one student aid)

Shady Grove Team B
130 children
TL + 3 RT + 4 In
(supplemented by one reading-math coordinator, one librarian, one student aid)

Swayze Team A
140 children
TL + 3 RT + 4 In + 1 P
(supplemented by one reading-math coordinator and one librarian)

Swayze Team B
140 children
TL + 3 RT + 4 In
(supplemented by one reading-math coordinator, one librarian)

Roles of team members are differentiated vertically in terms of the amount of responsibility assumed by each team member and horizontally in terms of the specific nature of the responsibility at a given time. In general, the roles are delineated as follows:

Team Leader. The team leader supervised the interns i.e. made teaching assignments, checked lesson plans, observed interns in teaching activities, held conferences with interns on a group and/or individual basis. The team leader acted as general coordinator for the team in determining the utilization time, and human resources to meet the objectives of the program and the team. He(she) served as instructional leader, demonstration teacher, liaison between central office and team members, leader of weekly team meetings, substituted in the absence of interns, and resource persons.

Regular Teacher. The regular teacher served as a cooperating teacher and a demonstration teacher. He(she) had responsibility for the planning, grouping, and instruction of children within her teaching sphere. The regular teacher planned with interns and coordinated their specific function in the classroom.

Two new courses to be offered

Two new courses in education are being offered at Grambling College for the spring semester of 1973-74, according to Dr. Helen Richards, head of the elementary education department.

Education 328, Diagnosis and Evaluation, is a three-hour classroom-based, field-tested course in which students not only learn about evaluative instruments through films, other simulation, and in classrooms. They use real data in projects.

Dr. J.W. Grantham will teach this course at 10 a.m. Mondays, Wednesdays and Fridays during the spring term. It is open and available to all majors at Grambling and can be a substitute for Education 301 by all education majors.

Another course, Education 327, Interdisciplinary Seminar in Socio-Psychological Problems of the Disadvantaged, provides a wide range of interesting experiences for students majoring in all areas of secondary education, elementary, early childhood or special education.

It will be taught by Dr. Kara V. Jackson at 10 a.m. on Tuesdays and Thursdays. A variety of innovative classroom and community-based experiences will be a part of the seminar activities with local, state and national consultants utilized. It is also a three-hour course beneficial for majors in such fields as sociology, psychology, social work, nursing, and recreation.

a hands-on experience for children

APPENDIX B

CYCLE VI
GRAMBLING-OUACHITA
TEACHER CORPS
EVALUATION

****

This questionnaire has been designed to evaluate progress toward meeting the goals and objectives originally established for this Cycle VI Teacher Corps Project in the following phases:

1. College
2. Community
3. Classroom

Those to evaluate include:

1. Grambling Staff
2. Interns
3. Community Representatives (including parents)
4. Local Education Agency Staff

You are asked to respond to each part which is labeled for your group according to the directions.

Thank you for your participation.

Identify yourself:

College Faculty ☐
Local Education Agency Personnel ☐
Intern ☐

TEACHER CORPS EVALUATION: COLLEGE PHASE

The instrument will be completed by the following groups of people:

(a) Grambling college faculty in the professional components (including TC administrators)
(b) Regular teachers involved with the program
(c) Team leaders
(d) Principals
(e) Librarians
(f) LEA Coordinator
(g) LEA Elementary Supervisor
(h) LEA Superintendent
(i) LEA Reading - Math Specialists
(j) Personnel Coordinator
(k) Interns

Directions: Please respond to the following items as they related to the college phases of the intern's work. Place a check (✓) in the appropriate space.

	VERY ADEQUATE	ADEQUATE	SOMEWHAT ADEQUATE	INADEQUATE	DO NOT KNOW
1. The extent to which the GOTCP model focused on individually-paced activities for interns.	( )	( )	( )	( )	( )

If you checked inadequate, please indicate your reasons.

REPLY:

2. The extent to which the GOTCP model incorporated personalized learning activities for interns.	( )	( )	( )	( )	( )

If you checked inadequate, please indicate your reasons.

REPLY:

3. Extent to which the GOTCP implemented a modularized curriculum in the experimental component (reading).	( )	( )	( )	( )	( )

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If you checked [illegible], please indicate your reasons.

REPLY:

4. Extent to which the COTOP implemented a multifaceted curriculum in the other professional components.

If you checked inadequate, please indicate your reasons.

REPLY:

5. Extent to which the COTOP experiences enabled interns to secure skill in working with disadvantaged youth.

If you checked inadequate, please indicate your reasons.

REPLY:

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6. Extent to which COTOP faculty served roles as teacher-counselors.

If you answered inadequate, please state reasons.

REPLY:

7. Extent to which behavioral objectives were used as bases for learning experiences in the experiential component.

If you responded inadequate, please state [illegible]

REPLY:

8. Ext[illegible] loral objectives were used [illegible] for [illegible] ces in other professional components.

If [illegible] inadequate, please indicate reasons.

REPLY:

9. Ext[illegible] which the COTOP model incorporated criteria [illegible] work for the application [illegible] of skills gained in experiences.

If you checked inadequate, please indicate your reasons.

REPLY:

	VERY ADEQUATE	ADEQUATE	SOMEWHAT ADEQUATE	INADEQUATE	DO NOT KNOW
10. Extent to which the GOTCP model incorporated a performance-based program in the experimental component.	( )	( )	( )	( )	( )

If you responded inadequate, please indicate reasons.

REPLY:

11. Extent to which the GOTCP model incorporated a performance-based program in other professional components.	( )	( )	( )	( )	( )

If you responded inadequate, please indicate reasons.

REPLY:

12. Extent to which the GOTCP model provided opportunities for interns to engage in the actual teaching process earlier in their preservice education.	( )	( )	( )	( )	( )

If you answered Inadequate, please indicate reasons.

REPLY:

13. Please make any additional evaluative comments relative to project strengths and weaknesses.

Strengths:

Weaknesses:

Suggestions:

CLASSROOM PHASE
OF THE
GRAMBLING-OUACHITA TEACHER CORPS PROGRAM

The Classroom Phase of the Grambling-Ouachita Teacher Corps Program evaluates the extent to which the following objectives and goals were met.

1. The general goals
2. Differentiated staffing
3. Team teaching
4. Intern involvement
5. Individualized instruction

The persons responding to the Classroom Phase of the evaluation will be:

1. Grambling College Teacher Corps administrators. Also, Grambling College faculty in the professional components who have observed interns at work on the campuses of the three Teacher Corps elementary schools prior to April 1, 1973.
2. LEA* Superintendent, LEA Coordinator, LEA Supervisor, LEA Personnel Coordinator, LEA Community Coordinator.
3. Elementary principals, librarians, and Reading-Math Specialists involved in the Teacher Corps Program.
4. Elementary classroom teachers and team-leaders working in the Teacher Corps elementary schools of Ouachita Parish.
5. Interns involved in the final semester of the Teacher Corps program and working in the elementary schools of Ouachita Parish.

* Local Education Agency

Identify Yourself:

College Faculty ☐
Local Education Agency Personnel ☐
Intern ☐

A. The General Goals of the Elementary-Based Program

This instrument evaluates the extent to which the basic goals of the elementary based program were attained by the three Ouachita elementary schools involved in the Teacher Corps program.

Please CIRCLE the point on the rating scale which seems to best indicate the degree to which the basic goals and objectives of the classroom phase of the program were met.

1. To operationalize an elementary school with the approaches of team teaching and differentiated staffing:

   a. by utilizing team leaders who planned with regular teachers, interns, and teacher aides to assume various roles and responsibilities in the instructional program

   5 — 4 — 3 — 2 — 1 — 0
   To a great extent — Somewhat — Very little — Do not know

   b. through in-service training in the theory and practice in team teaching, differentiated staffing, and individualized instruction

   5 — 4 — 3 — 2 — 1 — 0
   To a great extent — Somewhat — Very little — Do not know

2. To operationalize an elementary-based curriuclum:

   a. through in-service education focused on understanding performance based curricula

   5 — 4 — 3 — 2 — 1 — 0
   To a great extent — Somewhat — Very little — Do not know

   b. by constructing and implementing a modularized curriculum developed jointly by college and public school personnel and interns

   5 — 4 — 3 — 2 — 1 — 0
   To a great extent — Somewhat — Very little — Do not know

3. To provide a living laboratory for testing new knowledge and skills for teaching in schools primarily populated by children who must learn under the circumstances of disadvantaged

   5 — 4 — 3 — 2 — 1 — 0
   To a great extent — Somewhat — Very little — Do not know

4. To take advantage of new and better patterns of staff utilization and in-service staff training made possible by the presence of interns in a particular school.

   5 — 4 — 3 — 2 — 1 — 0
   To a great extent — Somewhat — Very little — Do not know

Identify yourself:

College Faculty ☐
Local Education Agency Personnel ☐
Intern ☐

B. The Differentiated Staffing within the Elementary-Based Program

This instrument evaluates the extent to which differentiated staffing was introduced and implemented within the participating elementary schools.

Please CIRCLE the point on the rating scale which seems to best indicate the degree to which differentiated staffing was put into operation within the participating elementary schools.

	5	4	3	2	1	0
1. Each person on the staff was specifically selected to serve an identified function.	Given primary consid-eration		Consid-ered some-what		Was not consid-ered	Do not know
2. Staffing provided greater opportunities for decision making and for the delega-tion and acceptance of responsibilities according to the extent to which an individual wished to be involved.	5 Given primary consid-eration	4	3 Consid-ered some-what	2	1 Was not consid-ered	0 Do not know
3. Differentiated staffing used the skills, interests, and abilities of each indi-vidual to best accomplish the task at hand.	5 Given primary consid-eration	4	3 Consid-ered some-what	2	1 Was not consid-ered	0 Do not know
4. Differentiated staffing took into consideration the improved utilization of school facilities, materials and resources.	5 Given primary consid-eration	4	3 Consid-ered some-what	2	1 Was not consid-ered	0 Do not know
5. The assumption was made that not all personnel with the same assignment would function in the same manner.	5 Given primary consid-eration	4	3 Consid-ered some-what	2	1 Was not consid-ered	0 Do not know
6. New types of people (aides, paraprofessionals, interns) were utilized in the learn-ing environment.	5 Given primary consid-eration	4	3 Consid-ered some-what	2	1 Was not consid-ered	0 Do not know
7. Differentiated staffing used a variety of schedul-ing approaches in order to reach desired goals.	5 Given primary consid-eration	4	3 Consid-ered some-what	2	1 Was not consid-ered	0 Do not know

Identify yourself:

College Faculty ☐
Local Education Agency Personnel ☐
Intern ☐

C. The Team Teaching Approach within the Elementary-based Program

This instrument evaluates the extent to which team teaching was introduced and implemented within the three participating Teacher Corps elementary schools.

Please CIRCLE the point on the rating scale which most closely indicates the degree to which team teaching was put into operation within the participating elementary schools.

1. The teaching teams developed creativity, adaptability, responsibility, and habits of inquiry in the students.

5 — Very successful; 4; 3 — Somewhat successful; 2; 1 — Was not successful; 0 — Do not know

2. The teaching teams made wise use of each teacher's special talents, interests, training, time, and energy.

5 — Very successful; 4; 3 — Somewhat successful; 2; 1 — Was not successful; 0 — Do not know

3. The teaching teams improved the quality of teaching through the in-service nature of the team design.

5 — Very successful; 4; 3 — Somewhat successful; 2; 1 — Was not successful; 0 — Do not know

4. The teaching teams provided a program of student grouping which permitted instruction to be more effectively geared to individual student ability.

5 — Very successful; 4; 3 — Somewhat successful; 2; 1 — Was not successful; 0 — Do not know

5. The teaching team provided realistic treatment of individual differences which followed the identifying and diagnosing of these differences.

5 — Very successful; 4; 3 — Somewhat successful; 2; 1 — Was not successful; 0 — Do not know

6. The teaching team provided time and facilities during the day for teachers to prepare lessons, develop imaginative materials and keep abreast of new developments.

5 — Very successful; 4; 3 — Somewhat successful; 2; 1 — Was not successful; 0 — Do not know

[redacted]

D. Elementary Classroom Involvement of the Interns

This instrument evaluates the extent to which the interns made use of the resources, opportunities and facilities available to them within the jurisdiction of the Ouachita Parish School Board.

Please CIRCLE the point on the rating scale that seems to best indicate the degree to which the interns displayed each of the following characteristics.

	5	4	3	2	1	0
1. The interns developed the ability to think and exercise their rational powers as free self-directed individuals in the elementary school classroom.	Most Effective		Effective		Least Effective	Do not know
2. The interns developed their capacities in the fundamental teaching skills of reading, writing, speaking, listening, observing, computing, and problem solving.	Most Effective		Effective		Least Effective	Do not know
3. The interns developed into competent citizens in the elementary school setting.	Most Effective		Effective		Least Effective	Do not know
4. The interns developed their leadership ability and social competence in the elementary classroom and with the faculty of the elementary school.	Most Effective		Effective		Least Effective	Do not know
5. The interns demonstrated an understanding and appreciation of their cultural heritage before the student body and the faculty of the elementary school.	Most Effective		Effective		Least Effective	Do not know
6. The interns demonstrated proper health habits and wholesome attitutes toward healthful living before the students and faculty of the elementary school.	Most Effective		Effective		Least Effective	Do not know

	5	4	3	2	1	0
7. The interns' behavior indicated their understanding and appreciation of setting models of moral and spiritual values for the students of the elementary school.	Most Effective		Effective		Least Effective	Do not know
8. The interns developed their capacity for effective use of teaching time.	Most Effective		Effective		Least Effective	Do not know
9. The interns progressed in their classroom work at a rate that provided for their individual differences.	Most Effective		Effective		Least Effective	Do not know
10. The interns planned with the teacher and/or team leader for activities within the elementary school.	Most Effective		Effective		Least Effective	Do not know
11. The interns made effective classroom use of a variety of media in the elementary classroom.	Most Effective		Effective		Least Effective	Do not know
12. The interns made effective use of a variety of learning experiences for children.	Most Effective		Effective		Least Effective	Do not know
13. The interns demonstrated effective evaluation of pupil progress.	Most Effective		Effective		Least Effective	Do not know
14. The interns demonstrated adequate use and maintenance of records and other sources of elementary school data.	Most Effective		Effective		Least Effective	Do not know
15. The interns fully developed a concern for the physical conditions, emotional climate and social aspects of the learning environment in the elementary school program.	Most Effective		Effective		Least Effective	Do not know
16. The interns demonstrated effective utilization of all available resources within the elementary school, Parish Media Center, and school community.	Most Effective		Effective		Least Effective	Do not know

	5	4	3	2	1	0
	Most Effective		Effective		least Effective	Do not know
17. The interns demonstrated a variety of effective ways of working with the children in the elementary school.						
18. The interns demonstrated an academic and professional level of competence of their own abilities in the following areas:						
a. Socio-psychological foundations	5	4	3	2	1	0
b. Reading	5	4	3	2	1	0
c. Oral communication	5	4	3	2	1	0
d. Written communication	5	4	3	2	1	0
e. Social studies	5	4	3	2	1	0
f. Art	5	4	3	2	1	0
g. Music	5	4	3	2	1	0
h. Preparation and utilization of learning modules	5	4	3	2	1	0

Identify yourself:

College Faculty ☐
Local Education Agency Personnel ☐
Intern ☐

E. The Individualized Approach to Children's Instruction within the Elementary School Program

This instrument has been designed to determine the extent to which the Grambling College-Ouachita Teacher Corps Program has met the objectives for implementing a competency-based curriculum through individualized instruction utilizing a modularized approach.

Using the scale below, please CHECK (✓) the point on the rating scale which seems to best indicate the extent to which the purpose was achieved.

5 = Very Adequate

4 = Adequate

3 = Somewhat Adequate

2 = Inadequate

1 = No Chance to Observe

	5	4	3	2	1
1. The responsibility for the growth and development of each child was shared jointly by groups of teachers.					
2. Each child had the opportunity to work with more than one teacher.					
3. Instructional resources and learning activities were modified to meet the needs of each child.					
4. Attention was given to the cognitive, affective, and psychomotor domains in planning experiences for each child.					
5. The learning difficulties of each child were identified and carefully diagnosed before remediation was prescribed.					
6. Curriculum organization was arranged along a continuum so that each child progressed at his own rate.					
7. Each child was helped to understand the structure of each content area.					

Identify yourself:

College Faculty ☐
Local Education Agency Personnel ☐
Intern ☐

E. The Individualized Approach to Children's Instruction within the Elementary School Program

This instrument has been designed to determine the extent to which the Grambling College-Ouachita Teacher Corps Program has met the objectives for implementing a competency-based curriculum through individualized instruction utilizing a modularized approach.

Using the scale below, please CHECK (✓) the point on the rating scale which seems to best indicate the extent to which the purpose was achieved.

5 = Very Adequate

4 = Adequate

3 = Somewhat Adequate

2 = Inadequate

1 = No Chance to Observe

	5	4	3	2	1
1. The responsibility for the growth and development of each child was shared jointly by groups of teachers.					
2. Each child had the opportunity to work with more than one teacher.					
3. Instructional resources and learning activities were modified to meet the needs of each child.					
4. Attention was given to the cognitive, affective, and psychomotor domains in planning experiences for each child.					
5. The learning difficulties of each child were identified and carefully diagnosed before remediation was prescribed.					
6. Curriculum organization was arranged along a continuum so that each child progressed at his own rate.					
7. Each child was helped to understand the structure of each content area.					

	5	4	3	2	1
8. Ample time was given for each child to develop basic skills in the tool subjects.					
9. Provisions were made for each child to demonstrate competencies developed through participating in a variety of activities.					
10. Provisions were made for each child to acquire a feeling of personal worth and to be recognized by others as a worthy human being.					
11. Each child was helped to replace unacceptable behavior with that appropriate with his expanding social responsibilities.					
12. Creativity on the part of each child was planned for and encouraged.					
13. Plans were made and implemented for each child to use the community as a source of ideas for enrichment activities.					
14. Objective measures were used to evaluate the progress of each child.					
15. Each child was helped to develop skills in group leadership and group membership.					
16. There existed a variety of goals and procedures for each child.					
17. Each child participated in making plans, carrying them out and evaluating the results.					
18. A careful appraisal was made of each child's readiness for engaging in a learning activity.					
19. Each child was provided with assistance in learning how to manage information.					

20. Competencies in the following areas were demonstrated by the interns working with children in the classrooms.

	5	4	3	2	1
a. Socio-Psychological Foundations					
b. Reading					
c. Language Arts					
d. Social Studies					
e. Science					
f. Mathematics					
g. Art					
h. Music					
i. Instructional Media					
j. Physical Education					

21. Intern competencies in the Interdisciplinary Seminars

	5	4	3	2	1
a. Socio-Psychological Foundations					
b. Reading					
c. Language Arts					
d. Social Studies					
e. Physical Education					
f. Mathematics					
g. Science					
h. Art					
I. Music					
j. Instructional Media					

Identify yourself:

College Faculty ☐
Local Education Agency Personnel ☐
Intern ☐
Community Representative ☐

Form CBP

EVALUATION: INTERN PARTICIPATION IN COMMUNITY BASED PROGRAM

Rate the Interns' participation in Community Activities by checking the appropriate blanks below:

	Excellent	Good	Fair	Poor	Don't Know
1. Personal Characteristics such as: Enthusiasm, Originality, Dependability, Cooperation					
2. Leadership Qualities such as: Open-minded, Self control, Ability to follow as well as lead					
3. Professional Growth such as: Work with parents, Community organizations, Agencies and awareness of community needs					
4. Use of Community and Its Resources as a Laboratory: Rivers, Mass media, Institutions, Organizations, Agencies					
5. Interns Utilizing Community Resources: Forest Industry, County agents, Transportation, Health & safety					

	Excellent	Good	Fair	Poor	Don't Know
6. Demonstrated Competency of Interns such as: Local audio-visual materials Field trips Surveys Community service project Work with parents					
7. Outcome of project such as: Improvement in academic skills and techniques Improvement in understanding disadvantaged youth and parents Attitude of Interns Teacher-pupil relationship Parent-teacher relationship					
8. Parent Involvement with Interns such as: Tutorial program Field trips Nutrition program Scouting Civic drives: cancer, etc. Clean-up campaigns Campus beautification Community beautification					

COMMENTS: Pro and Con

INTERNS ONLY

Form I-A

INTERN SELF APPRAISAL:
EVALUATION OF COMMUNITY BASED PROGRAM

Date _____

1. What was your objective in participating in community activities?

2. Did your project increase understanding and contribute to the effectiveness of living? Yes ____ No ____ If yes, How? If no, Why?

3. What suggestions can you give for improving your communtiy project?

4. Did you promote better relations with the community people? How?

5. Have you appeared before adult groups in the community? Which one? What did you do?

6. Have you visited any agencies? If so, name them. What was the purpose of the visit?

7. Have you visited local resources with children? What was the nature of the visit?

9. Have you had conferences or interviews with community leaders? With parents? If so, what was the nature of the conference or interview?

9. Did you work with community organizations? If so, name them. What did you do?

10. What community project do you think most successful? Why?

11. As result of your participation in community projects, what understandings, skills, interests and attitudes were developed in the following?

Children -

Parent -

Community -

Intern -

12. In what ways did you help the underprivileged in your community?

a. Children

b. Parents

c. Others

13. Were your work habits improved in community activities? How?

14. What is your honest opinion as to a teacher's role in a community?

15. How could you rate yourself in submitting reports on community projects?

_____ Punctual _____ Late _____ Very late

16. How would you rate yourself in beginning your community project when the time arrived?

_____ Punctual _____ Late _____ Very late

17. Check the methods used in communicating with people in the community?

a. Conferences (individual) ☐

b. Conferences (group) ☐

c. Attending church ☐

d. Other organizations ☐

e. Home visitations ☐

f. Working with P. T. A. ☐

g. Discussion groups ☐

h. Others ☐

18. Write a brief experience or human interest story about your community experiences.

19. Comments: Your general reactions - pro and con.

INTERNS ONLY

Form IKC

EVALUATION: INTERN KNOWLEDGE OF COMMUNITY

1. What educational services are available to: (List)

   a. Children

   b. Youth

   c. Adults

2. List: (a) Major residential areas in your school community.

   (b) Parks

3. List churches in the community.

4. What employment agencies are available?

5. List agencies that provide cultural opportunities.

6. List supervised playground areas in your community.

7. List the city's recreation centers.

8. List the agencies that provide health and welfare services.

9. What type of government does the City of Monroe have?

10. Name these individuals:

Mayor
District Attorney
Police Chief
Sheriff
Fire Chief

11. My general impression of the community is:

12. Recommendations:

PARENTS ONLY

Form II

* PARENT EVALUATION

(To be distributed by principals to parents of children in Teacher Corps classrooms in their respective school communities.)

School _____ Grade 1 2 3 4 5 6

(Circle the grade or grades in which you have children.)

Please answer the following questions and return this sheet or form to the school principal by tomorrow.

1. Have the interns of Teacher Corps been helpful to your child/children? _____ If so, how?

2. State some ways interns have helped you and the community.

3. What is your idea or impression of the interns and Teacher Corps Program in general? Such as:

   a. Leadership ability

   b. Working with community projects

   c. Working with agencies and organizations

   d. Developing the mental, social and physical aspects of children and adults

* Please complete only one form per family